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The major objective of this training institute was "to help critique the student teachers from the Houston, Texas, area develop knowledge and understanding of desegregation and its relationship to the teacher-learning situation in elementary and secondary schools". A further objective was to provide a cadre of new professional teachers coming into the school system prepared to deal with problems that arise as a result of total desegregation." Participants in this inservice program were 60 teachers, 40 critique teachers, 20 student teachers, and a group of children from poverty areas in Houston whom provided the "laboratory experience" for this one-year effort. (NH)

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Special Training Institute on Problems of School Desegregation

Final Report on the Institute
Sponsored by the University of St. Thomas
in cooperation with

The University of Houston, Prairie View A. & M. College,
Houston Baptist College
and
Texas Southern University

by

James R. Noland

and

E. W. Rand

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Program Director: James R. Noland
Program Co-Director: E. W. Rand

The University of St. Thomas
3812 Montrose Blvd.
Houston, Texas 77006

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I. ABSTRACT

Title: A Special Training Institute on Problems of School Desegregation for Critique and Student Teachers in the Houston, Texas Area.

Submitted by: The University of St. Thomas, Texas Southern University, the University of Houston, Prairie View A. & M. College and Houston Baptist College.

Director of the Program: James R. Noland, the University of St. Thomas

Associate Director: Earl W. Rand, Texas Southern University

A. Objectives

The over-all objective of this institute was to help critique and student teachers from the Houston Texas Area develop knowledge and understanding of desegregation and its relationship to the teacher-learning situation in elementary and secondary schools. A further objective was to provide a cadre of new professional teachers coming into the school system prepared to deal with problems that arise as a result of total desegregation. More specifically, the cooperating universities proposed an institute designed to improve the ability of critique teachers to deal meaningfully with special education problems occasioned by desegregation so that they in turn may work creatively with new student teachers under their professional supervision.

B. Procedures

An institute was provided for sixty teachers, forty critique teachers and twenty student teachers. This institute was designed as an in-service program for personnel who were then or are now assigned to desegregated schools, under the auspices of the co-sponsoring universities, the University of St. Thomas, Texas Southern University, the University of Houston, Prairie View A. & M. College and Houston Baptist College. Children from the various poverty areas of Houston were provided by the Harris County Community Action Association in order to create a laboratory experience for the participants. Resource persons addressed the institute faculty and participants. In addition, there were group dialogues, sensitivity training, investigation of research findings, diaries, journals and other writings on the subject. Five fall follow-up sessions terminated the program.

C. Time Schedule

Original Schedule, June 1, 1967 to January 31, 1968;
Extension Schedule, February 1, 1968 to May 31, 1968

D. Budget

Total Cost: Total Federal Funds Requested - $46,721

II. AN OVERVIEW OF THE INSTITUTE'S PLAN AND OBJECTIVES

A. Its Raison D'Etre

From the beginning of the program's development, it was conceived that plans and actions must be made and carried out so that teachers could assist their students and their communities in making smooth and effective transitions from segregation to desegregation. Such transitions would involve the desegregation of faculties, students and administrators, hence, ultimately promoting an atmosphere more conducive to both effective learning and improved human relations.

Activities for the participants, involving experiences through work with able consultants, laboratory experiences using children from poverty areas, field research and group dialogues, would provide some basic understanding of the process and problems of desegregation. It was further conceived that personal investigations of background factors as well as active engagements in the study of curriculum practices and needs, active sharing as a group of professional school people and a thorough study of the related research would furnish a basis for facilitating the participants' abilities to make the needed adjustments and assist with the desegregation process in their own schools and communities.

B. Objectives

The pre-institute objectives were as follows:

1. to help teachers and student teachers develop knowledge and understandings of the factors associated with the diverse backgrounds of children, including what should be done by Negro and white teachers in the classrooms to enable the children to learn with the least number of human relations problems;

2. to help teachers and student teachers better understand themselves and their relationships with one another, so that they may become creative professionals who will be able to aid others;

3. to provide the guidance essential to helping teachers and future teachers deal with problems of pupil behavior that arise as a result of total desegregation; and

4. to help teachers and student teachers understand that there is similarity of their objectives inasmuch as they teach children; there are both Negro and white underprivileged children; each child is an individual having his own unique personality; and all children must be dealt with in terms of their individual needs.

C. Procedures

1. Type of program

An institute was conducted on the campus of The University of St. Thomas for forty critique teachers and twenty student teachers in the summer of 1967, with follow-up during the first half of the winter of 1967. The institute was coordinated by a Director and an Associate Director. In addition, it had a staff of three professors and three highly skilled classroom teachers who might be identified as master teachers, experienced in problems associated with integration. Special consultants were provided to conduct seminars to enrich the experiences shared by the participants in the laboratory situation.

2. Content of program

The content of the institute was designed for critique teachers to improve their concepts, attitudes and understandings of desegregation and its relationship to the teaching-learning situation. It also provided for the improvement of the self-concept of teachers, thereby facilitating more desirable attitudes toward the process of desegregation. Consideration was given to integration and its related problems in the school and community in an effort to develop desirable attitudes about it as a community process. The faculty and participants focused considerable attention on curriculum changes, classroom techniques, resources and other approaches for improving the educational experiences of children in multi-cultural classrooms. Attention was also given to the problem of making the necessary adjustments in the teacher education programs of the colleges and universities of Houston and their practice teaching experiences to provide a future flow of teachers adequately prepared to teach in desegregated schools.

The broad areas in which the institute activities were centered are as follows:

a. Psychology and Sociology

The problems of desegregation are psychological as well as sociological; therefore, this area was conected with the following broad topics:

(1) the psychological factors related to child growth and learning;
(2) the psycho-social foundations of prejudice and the concept of segregation;
(3) rejection, aspiration and motivation in the desegregation process;
(4) teacher-teacher, teacher-child and parent-child relationships as they relate to desegregation;

(5) race, segregation and learning; and
(6) teacher attitudes, successful instruction and desegregation.

The experiences in psychology and sociology were closely coordinated in order that the participants could correlate from firsthand experiences certain basic relationships such as the feeling of rejection, basic frustrations, cultural lag and bias. For this purpose sensitivity training was given to the teachers to help them develop better self-understanding as well as greater sensitivity to others. The topics reviewed in the seminar activity were those identified in the classroom experience by the verbatims (see section V.,C).

b. Professional Education

Institute studies in professional education explored the substance and methods of good instruction and an appropriate curriculum. The central emphasis was on those practices that show promise for a school in the process of desegregation.

In this program opportunity was provided for the participants to come to grips through observation, group and individual projects with the basic factors related to the need for improving instructional practices. Based upon the findings from the above study, an opportunity was provided for the participants to design and use new instructional approaches in the desegregated classroom situation. A concentrated effort was made to study the new multi-cultural instruction materials.

3. Methods

The institute leadership worked with the superintendent of schools and his deputies to involve them in the planning of the institute in order to identify the problems of student teacher practices and placement and to secure their commitment to foster and support the institute objectives.

The directors and instructors provided the leadership in the program and developed the directions and guidelines necessary to help the participants improve their self-images as they related to their roles as teachers and critique teachers in integrated situations. Visiting consultants worked with the participants in seminar activities on problems of teacher-teacher, teacher-student and teacher-parent relationships as they were revealed in the laboratory experience.

In effect, the institute provided an umbrella activity for the teachers. Two hundred youngsters from the poverty areas were provided by the Harris County Community Action Association. These youngsters were selected on an inter-cultural, inter-racial basis. They included Negro, white and Latin American students from the fourth, fifth and sixth grades. Instructional materials for these students were also provided by the Harris County Community Action Agency.

The sixty integrated members of the faculty were divided into twenty teams of three members each. Each team had (1) two experienced teachers and one inexperienced teacher and (2) two Negro or two Anglo teachers. Each member of the team was in charge of planning and directing a program in the (1) language arts, (2) mathematics or (3) human relations area, while the remaining two members assisted. Each part of the curriculum lasted for one hour during the morning sessions from 9:00 A.M. to 12:00 noon for a period of twenty days.

Twenty groups of children were formed: the teacher-pupil ratio was approximately one teacher to three or four children. In other words, such grouping made individualized instruction a possibility and, with growing frequency, many of the real problems and generating factors behind the achievement difficulties of the students were exposed.

The fact that early environment and family culture have a tremendous influence on the development of learning problems became realities to the faculty. This was made known to them by specific assignments given by the directors. For example, teacher activities included accompanying the boys and girls (they were transported by bus from the housing projects to the school). In addition, three home visitations comprising interviews with the parents or guardians, a journal or daily diary of incidents considered consequential within or out of the classroom and three case studies were required during the term of the project. To prevent the individual teachers from existing in a vacuum in these new experiences, the verbatims which concerned some event or reaction to incidents were shared by the faculty in daily afternoon sessions during the term of the project.

Through these experiences, it became apparent to those within the school that a variety of characteristics within the child, as well as the difference between home and school environment, could interfere with the child's ability to succeed. These insights led to concepts for modifying context of the traditional curriculum and the methodologies used by classroom teachers. Bringing the home environment to the attention of the faculty was primarily based upon individualizing the student programs to fit the needs of the school's population, but the experiences also sensitized them to the issues involved.

In essence, the project made an attempt to recognize the family, the school, the community and the teacher as the individual parts of an essential unit in the learning process. In addition, because many investigations and pilot projects have indicated that performance levels are related to the culturally different school child's self-esteem, social attitudes and personal experiences, initiating mental health concepts within the classroom structure by developing a curriculum that was ego supportive as well as academically sound became a real challenge.

4. Facilities

The twenty classrooms needed to house the children for this program were provided on the campus of The University of St. Thomas. The seminars and small group activities were scheduled on that campus as deemed necessary for best organization within the project. Adequate lunch-room facilities were also available.

Since participation was by Houston area residents only, no dormitory facilities were needed.

Transportation for children and institute personnel for the various phases of the program were provided by the Harris County Community Action Association.

The administrative offices for the institute were quartered at The University of St. Thomas.

5. Materials and Equipment

The following materials were purchased for use in the program:

a. books, pamphlets and other written materials dealing with the problems of desegregation and human relations;

b. other materials and films for which there was no cost secured from the Anti-Defamation League, the National Catholic Conference for Interracial Justice and the Houston Council on Human Relations; and,

c. other materials which bore a direct relationship to the institute participants. Those materials needed for the children's activities were furnished by the Harris County Community Action Association.

6. Schedule

The four week summer portion of the teacher training institute was held at the University of St. Thomas daily from Monday, July 17 to Friday, August 11, 1967.

The five week fall follow-up program was conducted weekly, including Saturdays, November 11 and 18 and December 2, 9 and 16, in order to exclude the Saturday involved in the Thanksgiving Holidays.

Analysis and research began immediately following the termination of the summer program; it continued through the original grant period (January 31, 1968) and well into the extension period (May 31, 1968).

III. THE SELECTION AND DESCRIPTION OF PARTICIPANTS

A. Selection

Forty experienced teachers were chosen from among six hundred who had attended one of three special institutes on problems of school desegregation. Each of the forty was chosen on the basis of his previous success as a teacher, the recommendations of the institute staff members and a personal interview during which each agreed to continue to teach in the Houston Independent School District in 1967-68. Of the forty chosen, twenty were Negro and twenty were Anglo; seventeen were male, twenty-three were female.

Twenty inexperienced elementary teachers were recruited from the five sponsoring institutions. Ten Negro and ten Anglo student teachers were chosen after personal interviews from those recommended by the training institutions. Each had signed a contract to teach in the Houston Independent School District during the academic year 1967-68 and had agreed to be placed in schools within poverty areas.

Critique teachers were selected, based upon the following criteria:

1. was a college graduate and properly certified by the State of Texas, or was employed by the Houston Independent School District for at least three consecutive years;
2. showed some evidence of leadership ability as attested to by the principal and/or superintendent;
3. was identified as a present or potential critique teacher acceptable to the colleges or departments of education for student teacher practice teaching experience;
4. demonstrated a professional attitude in his working relationships;
5. had the ability and desire to communicate the concepts of the results of the seminar program to his fellow teachers and to others in the community;
6. indicated a willingness to cooperate fully in the follow-up and evaluation procedures; and
7. was recommended by his superintendent and was willing to participate as a team member.

No academic credit was given by the universities for the work done by the participants; however, each enrollee did university level work and was expected to participate fully in the institute program. Each individual who attended the institute did so only on a full-time basis. Since the institute required the full time endeavor of participants, it was essential that the participants did not engage in other employment activities during the period of the institute program. Non-academic certificates were awarded to those teachers who fulfilled all of their requirements (30), including their attendance, writings and assistance in the fall follow-up. Their school districts were subsequently notified.

B. Non-Discrimination Provisions

No applicant or enrollee in the institute on Problems of School Desegregation was barred on account of sex, race, creed, color or national origin, and all business of the institute was conducted without regard to these factors.

C. A List of Participants

This list is included in Addendum A of the final report.

D. Participant Population Descriptions

1. Description of the Summer Session

The breakdown of participants in the summer session of the institute is as follows:

a. racial composition:

thirty Anglo; and
thirty Negro.

b. the number of each type of school personnel represented:

twenty new teachers;
six administrators;
thirty two elementary and secondary teachers; and
two counselors.

c. the school system represented:

Houston Independent School District.

2. Description of the Fall Follow-up

The breakdown of the participants who attended the follow-up portion of the institute is as follows:

a. racial composition:

sixteen Anglo; and
thirty two Negro.

b. the number of each type of school personnel represented:

four administrators;
forty three elementary and secondary teachers; and
one college instructor of education.

c. the school system represented:

Houston Independent School District.

IV. THE LABORATORY STUDENTS

A. Population Description

The children, approximately two hundred of them, came from economically deprived areas of the Third, Fourth and Fifth Wards, the near North Side and the Bottoms (Public Housing Units) of Houston. Because of the voluntary nature of the project, there was no assurance that the student body could be demographically balanced; however, analysis of the student data sheets revealed more than fair satisfaction with the results. For example, the ratio for male and female was almost 50-50 (117 male, 114 female). Racially, the students were predominantly Negro (152 students - 65.80 percent); this fact was comprehensible in that the students were chosen on the basis of family income. Anglo and Mexican students enrolled were almost equal in numbers: Anglo - 44 (19.05 percent), and Mexican - 35 (15.15 percent).

While the majority of students were between ten and twelve years of age, ages ranged from eight to fourteen years. Public school enrollment for September, 1967, in grades four, five and six, accounted for over 98 percent of the students' grade placement. The predominant study levels represented were grades four and five, with 167 students (72.39 percent), and these students were almost equally divided by male and female, as well as by grade-level placement.

B. Attendance

Student attrition was surprisingly low in light of the general expectation based upon research concerning the attendance record for children from this socio-economic bracket. Transportation via school buses was furnished each housing development, and, no doubt, eliminated that as a reason for absences. Of the 234 students who enrolled at the beginning of the school session, 210 voluntarily remained enrolled. Over 20 percent (43 students) attended daily; 26 percent (55 students) missed only one day of school; and 35 percent (75 students) missed from two to five days. In other words, the average daily attendance was 16.26 days.

The average daily absences for male students was 3.71 percent; the female, 3.78. Racially, the average absence for Negro students was 3.19; Anglo, 3.70; and Mexican, 5.18. The holding power of the majority age (ten through twelve years) represented accounts for the attendance pattern by age. Twelve year old students had a better average daily attendance (15.41 days) than those thirteen and fourteen years old (12.63 days).

C. List of the Students

A list of the students enrolled in the program is included in Appendix A. These students were provided for under funding from the

Harris County Community Action Association (Houston's C.A.P. agency).

D. Provisions For The Students

Provision for the students fell under the auspices of an agreement between the Harris County Community Action Association and the University of St. Thomas. This agreement together with preceding and subsequent correspondence is included in Appendix B.

E. Student Neighborhoods

James H. Murray, Jr., director of student enrollment under the auspices of Harris County Community Action Association grant, reported the following details on the subject of registration.

Children promoted to the fourth, fifth and sixth grades of three ethnic groups, Anglo, Latin American and Negro, living in the areas of four housing projects of the Housing Authority of Houston, Allen Parkway, Cuney Homes, Irvinton Village and Kelly Village.

The elementary schools serving these areas are:

Allen Parkway, Gregory, Wharton and Dow;
Cuney Homes, Blackshear, Turner and Lockhart;
Irvinton Village, Lamar, Lee and Looscan; and
Kelly Village, Bruce and Crawford.

The number of children desired for the Institute was two hundred (200). Each project was allocated a designated number of children:

Project	Anglo	Latin American	Negro	Total
Allen Parkway	24	24	18	66
Cuney Homes			34	34
Irvinton Village	31	31		62
Kelly Village			38	38
	55	55	90	200

A total of two hundred thirty-one (231) were registered formally, whereas at one juncture there were two hundred forty-two (242) enrolled.

The total registered was divided as follows:

Project	Anglo	Latin American	Negro	Total
Allen Parkway	21	24	27	72
Cuney Homes			57	57
Irvinton Village	31	20		51
Kelly Village			51	51
	52	44	135	231
Percentage registered	22½%	19%	58½%	100%

F. The Follow-up Students

Students for laboratory use in the follow-up portion of the program were recruited from the first and second grades of MacGregor Elementary School. Transportation was provided by their parents each Saturday, while supplies and materials for their use in the classrooms were donated. Refreshments were also donated, by bakeries, dairies and produce houses in or around Houston.

Approximately one hundred children were enrolled, ninety-six percent of which were Negro. Absenteeism was high due to seasonal bad weather and six day recesses between sessions. Further information was not necessary since the research that had involved the use of children had been concluded during the summer program. The follow-up sessions were essentially aimed at providing the participants with further sensitivity training. The children's presence remained secondary to this objective. It was required only inasmuch as it allowed the practical experiences, during which the teachers would exhibit, recognize, explain and, hopefully, improve their attitude patterns and value structures. This arrangement should be credited with keeping discussion within the sensitivity and group sessions on a practical level.

A. The Summer and Follow-up Programs

The following faculty members were employed at the beginning of the grant period:

Mr. James R. Noland, Director;
Dr. E. W. Rand, Co-Director;
Dr. J. L. Brown;
Dr. John L. Creswell;
Mr. Victor W. Driscoll;
Dr. Charleta J. Dunn;
Dr. Alma I. Malone; and
Mr. Wendell P. Sweatt.

Two faculty meetings were held early in June to plan the details of the institute. Special attention was given to the development of a curriculum designed to help the teachers concentrate on supervisory experiences in teaching children basic English, basic mathematics and human relations education.

A series of meetings were held with the Houston Independent School District and its deputy superintendents to secure their cooperation in making this a successful institute.

A copy of the fact sheet is attached (see Appendix C). This was sent to 44 selected teachers who have been past participants in previous institutes on school desegregation. This information was also sent to 20 teachers who are entering the Houston Independent School District as beginning teachers. Registration for the institute was completed by the middle of July. All those selected were assigned by the Houston Independent School District to a desegregated school during the coming school year. By then, a proposal had been submitted to the Harris County Community Action Association requesting $5,560.00 to cover the classroom supplies, materials and transportation for 200 4th, 5th and 6th grade students to be recruited from the poverty areas. These students would provide the cooperating teachers and first year teachers with a laboratory school for their in-service training. The Harris County Community Action Association acted favorably upon this request.

The grant award (OEG-4-7-000283-4227) for $46,721 was received and signed by Fr. William J. Young C.S.B., President of the University of St. Thomas, (now immediate past president) on June 28, 1967. The original and one copy were completed and returned to the Office of Education. Faculty members were advised to begin ordering the testing and teaching materials that would be required in working with the teachers. The teachers were re-contacted and their applications were affirmed. Staff members were advised weekly concerning the status of teacher enrollment. The Houston Independent School District was consulted in the selection of responsible teachers who would most benefit from the program, since they would be entering into integrated situations this term. The quota of 40 critique and 20 beginning teachers from the Houston area was filled by the second week of July. Many of the 40 critique teachers had previously participated in training institutes and sensitivity studies. Abstracts of the institute were sent to all of the participants, as well as prospective consultants (See Appendix C). When specific dates and topics were decided upon, five (5) consultants were contracted to speak during six (6) afternoon sessions:

Dr. Weldon R. Markham;
Mrs. Thelma Fennoy;
Dr. Earl Williams;
Dr. Jerry Robinson; and
Dr. Harold F. Kaufman.

On July 11, 1967 an agreement (see section IV, D) was entered into by the Harris County Community Action Association, Houston's C.A.P. agency, and the University of St. Thomas, as the sponsor of the Teacher Training Institute that provided funds (later amended to $5,560) for the cost of obtaining, transporting and equiping two hundred (200) poverty area, racially mixed students as a laboratory situation for the duration of the program. Protestant Charities of Houston was subcontracted to recruit 200 fourth, fifth and sixth grade children from four city housing projects. The transportation division of the Houston Independent School District was sub-contracted to provide daily bus service for the children to and from facilities which were provided by the University of St. Thomas. Pre-testing and post-testing of the children were arranged for under the services of a consulting psychologist, Roger Birkman. Faculty members were advised that they could begin purchasing supplies that would be needed in the classroom by the teachers.

Under an agreement with the Hogg Foundation at the University of Texas, (See Appendix D) Dr. Jerry Robinson was appointed as a consulting sociologist to conduct depth interviews with the teachers for the duration of the program. His work, which was to evaluate the effectiveness of teacher training programs such as this, served the Foundation as an exploratory study in preparation for future programs that will deal with Teacher Mental Health and Desegregation (a publication of his findings is presently being prepared).

A final staff meeting was held at the University of St. Thomas on July 15, to make sure that the faculty, teachers, consultants and students were fully prepared to maintain the next month's schedule.

The four week teacher training institute was held at the University of St. Thomas from July 17 to August 11.

The following morning schedule was used for the duration of the program, with some variation on the first (July 17-19) and last (August 9-11) three days.

MORNING SCHEDULE (regular)

9:00	The children arrived by bus and were met by the teachers.
9:00 - 10:00	Language Arts classes commenced.
10:00 - 10:30	Groups #1-10 ate mid-morning snacks, while groups #11-20 played on the grounds.
10:30 - 11:00	Groups #11-20 ate mid-morning snacks, while groups #1-10 played on the grounds.
11:00 - 12:00	Math classes commenced.
12:00	The children left by bus and the teachers went to lunch.

MORNING SCHEDULE (irregular)

July 17	Only the teachers attended the first day in order to receive orientation instructions.
July 18-19	Two mornings were spent administering pre-test services (math, language arts and psychological) to the children.
August 9-10	Two mornings were spent administering post-test services (math, language arts and psychological) to the children.
August 11	A picnic was held at Memorial Park on the final morning of the institute.

The following afternoon schedule was used for the duration of the program:

AFTERNOON SCHEDULE

1:00	The teachers returned from lunch.
1:00 - 2:00	Sectional meetings were held in math, language arts and human relations.
2:00 - 2:15	There was a coke break during which the teaching groups could discuss plans for the next day.
2:15 - 3:30	There was a general assembly for the participants to attend either a lecture or a panel discussion.
3:30	The teachers departed.

The following is a list of the more important speakers and panels which spoke during the afternoons:

July 17	Dr. Earl Rand, Orientation; Mr. James R. Noland, Orientation; and Staff panel, Orientation.
18	Staff panel, Orientation.
19	Staff panel, Orientation.
20	Staff panel, Orientation.
21	Staff panel, "Where Do We Go From Here".
24	*Mr. Weldon Markham, "The Substructure of Poverty and Its Influence On the Family".
25	*Dr. Roger Birkman, consulting psychologist; and Mr. Victor Driscoll, "Home Visitation".
26	Dr. Charletta Dunn, "Counseling and Guidance".
27	Dr. Alma Malone, "The Culturally Disadvantaged Child & His Performance in the Classroom".
28	Dr. J. L. Brown, a discussion of "Guidelines for School Desegregation," the U. S. Fifth Circuit Court of Appeals publication.
31	*Dr. Earl Williams, "The Teacher and Youth Employment Problems".
August 1	Mr. Wendell Sweatt, "Socio-Educational Aspects of the P.T.A.".
2	Dr. John Creswell, "The Classroom Teacher - Criterion of Success".
3	*Mrs. Thelma Fennoy, "Psycho-Social Aspects of Education As It Related to the Culturally Deprived and Desegregation".
4	*Mrs. Thelma Fennoy, "The Culturally Deprived and Language Tests".
7	*Darl Hulit, U. S. Department of Education.
8	Dr. J. L. Brown, a discussion of "Effective Teaching in the Desegregated School," A publication by Phi Delta Alpha.
9	*Dr. Jerry Robinson, consulting sociologist, "Mental Health of Teachers & School Desegregation," An Overview of a Research Proposal - Some tentative hypotheses.
10	*Harold F. Kaufman, "Where Is The Community".
11	*Harold F. Kaufman, "Towards a Good Community".

(Those appearing with asterisk were not members of the regular staff, but special consultants.)

Pre-testing and post-testing services were administered to evaluate the degree of educational and psychological remediation that took place with the students. Teachers were called out of classes individually for depth interviews with Dr. Robinson, consulting sociologist. A number of teachers would ride the buses daily on their way to and from the children's homes in order to conduct home visits with parental permission. Daily food supplies were provided by canvassing local bakeries, dairies and produce markets. During the third week two of the human relations periods in the morning (10:00 thru 11:00) were set aside for a talent show in which all the children participated, having already been rehearsed and practiced by their respective teachers. A picnic was held on the final morning which echoed the resounding success of the institute's goals as well as the intense personal experience that had occurred between the participants and the children.

Throughout all of its phases, the program was eagerly approached by major representatives of the local news media (See Appendix E): news articles appeared in the Houston Post and the Houston Chronicle; feature articles were done by the Texas Catholic Herald; and feature news reels were broadcasted by KPRC (NBC) and KHOU (CBS) T.V., while KPRC's (Channel 2) coverage dealt with the average institute day, KHOU (Channel 11) chose to cover the picnic on the final day by which time some assessment of the institute's success could be made.

A final staff meeting was held on August 11, 1967 to insure that careful assessments of student and teacher progress would be made. At that time, plans were discussed for having five fall follow-up sessions with a group of selected teachers between September, 1967 and January, 1968.

Preliminary assessment of the various tests was begun by the members of the staff and the consulting sociologist and psychologist. Home visitations were completed by the teachers, who were advised to prepare verbatim reports on each visit for use in later discussions.

Some of the faculty felt that we should not work with the teachers who created problems during the institute, but the concensus developed that these are precisely the teachers that the faculty needed to reach. The primary focus of the institute was again reaffirmed as dealing with the problems of problem teachers within the sphere of desegregation.

Key among the faculty's initial conclusions were two factors whose correlation led to their subsequent plans for a fall program. First, a hard core of participants remained who had either been unaffected or negatively affected by their experiences in the institute. Within this group there was a broad spectrum of distorted sensitivities ranging from mild racism, by both Anglo and Negro participants, to instances of anxiety, racial castration and white identification on the part of some Negroes, and even to recurrent tendencies on the part of certain whites and Negroes to stereotype the various aspects of school integration without realizing the distinctions between the racial, economic, cultural and educational factors involved. The more exemplary members of this minority sub-group were identified. The majority of the original program's group had overcome these difficulties and adjusted to more normative and realistic attitudes.

Secondly, another sub-group of participants was mentally and psychologically worn by their continuous exposure to the afternoon speakers and panel discussions. The speeches and their subsequent discussions came to be stereotyped by these participants as unending and univocal barrages of propaganda. In the face of such "attacks" the individual participants, who interpreted it in this manner could either "tune out" completely or unequivocally disagree depending on their particular personalities. In either case progress was deterred. This group like the first could be identified and many members of each of the two subsets were found to be common.

The faculty concluded that the characteristics of the first subset were to a large extent produced by the patterns exhibited in the second subset. In such instances of regression, the effectiveness of the particular teaching teams suffered in proportion to the uncooperativeness of their individual members. Hence, the attitude and achievement gains of the children in those groups probably fell off or ceased altogether. If such were the case, and it appeared to be so, the faculty could not hope to have future success with this sub-group, that representing the overlapping of both problem groups, by simply exposing them to further information input, i.e. speeches, discussions and reports. In their case, the input of fresh information had been rejected by their defensive value systems. If adjustments were to be made, another process other than that of "informing" would have to be used.

Consequently, this follow-up series would be even more oriented to small sensitivity groups and dialogue discussions in which these "hard core" participants could bare their value structures to such an extent that their own false assumptions would become apparent even to themselves. An essential part of the plan was to increase the exercise of writing verbatims of personal experiences in which the participants would be forced into objectifying their own attitudes. Dr. Jerry Robinson of the Hogg Foundation for Mental Health agreed to continue his in depth interviews. Moreover, it was decided that a sub-group of adjusted or "non-problem" participants be included, both for the purpose of making the deviant sub-group less self-conscious and of providing an example of normality to which the "problem" sub-group would be exposed and with which they would clash.

The major objectives of the institute remained unchanged; the procedures in certain cases had to be redefined for more effective results.

During September, plans were developed for recruiting the teachers and developing the program to cover Saturdays, November 11 and 18, plus the first three Saturdays in December. The decision to hold the follow-up sessions on five successive Saturdays, excluding the

Saturday involved in the Thanksgiving Holidays, rather than over a five month period, was based on the staff's decision, September 23, to maintain a format similar to that used during the summer. This format provided that one half of each session be devoted to the practical situation of laboratory classrooms. It was decided, however, to limit the student-teacher ratio even more drastically than it had been in the summer program, from 4 to 1 to 2 to 1, in order (1) to more clearly define the student-teacher relationship, (2) to uncomplicate the problem of class discipline, and (3) to provide the child a more intense personal experience, all three of which are necessary to maintain enthusiasm and continuity in the light of six day recesses between sessions.

Arrangements were made to use first and second grade children from MacGregor Elementary School and permission slips were sent to their parents. The use of adequate facilities that were proximate to the neighborhood of the children were negotiated. Teachers were informed of the details of the follow-up and registrations were subsequently confirmed. Teachers were asked to arrive early in order to be there before the children arrived.

During October, the recruiting of participant teachers was completed in time to begin the follow-up program on the second Saturday of November. Forty-eight participants joined the program, approximately one third of which were white, the remainder being Negro.

The program commenced on Saturday, November 11, 1967. The schedule that was decided on was very similar to that used during the summer. The mornings were spent with the teachers and children together, the afternoons with the teachers alone. During the morning language arts, human relations and math sessions were conducted by their respective team members together with the aid of all participating teachers. After lunch the faculty commenced to hold sensitivity and group discussions (language arts, math and human relations). There was then a coke-break after which the teaching teams regrouped and planned the next Saturday's program.

9:00 - Language arts classes commenced.
10:00 - Half of the children ate a snack, while the other half played.
10:30 - The second half of children ate, while the first half played.
11:00 - Math classes commenced.
12:00 - Everyone broke for lunch.
1:00 - The teachers returned and attended their sensitivity groups.
1:30 - The teachers moved on to their group discussions in math, language arts or human relations.
2:15 - There was a 15 minute coke break.
2:30 - The teaching teams regrouped to plan the next week's program.
3:00 - Everybody left.

Food for the children was provided by various dairies, bakeries and produce houses. Teachers handed in their verbatims and discussed them in their sensitivity groups.

Dr. Truman Wester, who has been serving the Office of Education as a special consultant on problems of school desegregation in both North Texas and Oklahoma, addressed the teachers on November 18. His topic was "The Problem of School Desegregation and Human Relations".

Student and teacher absentees were more common than expected, reflecting the complication of mid-winter weather and seasonal school demands. A sixth day of school placed increasing demand on the time of teachers and students. Student absenteeism was so high as to change the student-teacher ratio from 2 to 1, to 1 to 1 in some of the groups.

The final follow-up session of the institute was held on December 16, 1967. For that meeting the previous day-schedule was adjusted to allow for criticism of the fall and summer institutes by the faculty and the participants. Letters (see Appendix E) advised the faculty to prepare two-page reports which were delivered in their sections December 9. Sectional members responded to these reports and prepared to deliver further criticisms en masse on the final day. On the afternoon of December 16, these responses by the participants along with the reports by the faculty were presented collectively. Some of these reports are appended to this final report. (See Appendix E).

The morning of the final day was spent giving a Christmas party for the children. The sixteen groups prepared various activities and refreshments were obtained from local bakeries and dairies. This session was the final chance that the teachers had for handing in their verbatims and home visitations.

Following the Christmas-New Year holiday break, work continued on factor analysing the test material from the summer in order to validate and explain particular significant difference correlations which were appearing within the data. Drs. Dunn and Creswell advised the director that additional time would be needed to complete the factor analysis.

The implications of the preliminary evaluation were many, with reference to both successes and problems. However, considering the limitations imposed by the amount of time remaining as of December, 1967, the Director and Co-director, in consultation with members of the faculty, decided that a proposal for an extension should be drawn up and submitted to the Office of Education, Division of Grants and Contracts. Such an addendum to the original proposal served the dual purpose of securing additional time and obtaining permission to reallocate the moneys remaining from the original budget.

B. Analyses:

During the next three months analysis and factor analysis was continued. Moreover further school visits were conducted with specific reference to participant teachers who had recently crossed over to integrated situations.

During the summer, students had been administered the Semantic Distance Questionnaire (Weaver, 1959), Reading Attitude Scale (Aiken and Dreger, 1961) and the revised Math Attitude Scale (Aiken, Dreger, 1961) at the commencement and termination of the project, in the hope of determining attitude change, if any, toward school, reading and mathematics. The subtests involving the language art skills of the Metropolitan Achievement Test (Harcourt, Brace and World, 1959), Forms A, B, AM and BM served as pre- and post-tests of student achievement in this field. The California Arithmetic Test, Forms X and Y, was used for evaluating achievement in mathematics.

The data were processed on the Sigma 7 BCM Computer through the facilities of the University of Houston Computer Center in the spring of 1968. The specific rotated factor analysis program was modified from the System/360 Scientific Subroutine Package. This routine provided means and standard deviation for the variables, a table of intercorrelation among all variables, a table of eigenvalues for the total number of variables entered in the matrix and a rotation factor analysis of the data.

In general, the table of intercorrelations bore out the expectations of the faculty. A high correlation between racial groups and intelligence, achievement and attitudes toward subject matter area was not found. Age and grade placement which are ordinarily associated with school progress did show a positive relationship to achievement, both in language arts and mathematics. In addition, intelligence as measured by the standardized instrument used intercorrelated positively, ordinarily, with both achievement and favorable attitudes toward the academics. In other words, achievement produced some contentment, but for this population intelligence was a fundamental ingredient for such success.

Drs. Creswell and Dunn have compiled the results of this data analysis, which appears in the second part of a publication presently being printed under the auspices of the University of St. Thomas as the administrator of the U. S. Office of Education Grant project (OEG-4-7-000283-4227).

In addition to the findings of Drs. Creswell and Dunn, initial inspection of the personality tests administered to the children by Dr. Birkman, under the auspices of the Harris County Community Action Association, shows no significant intercorrelation between personality traits and factors of race or age. On the other hand, sex, especially, and, to a lesser extent, absenteeism, achievement and subject attitudes corresponded significantly to various personality characteristics. The computer work for this portion of the data was handled by facilities located at the M. D. Anderson Hospital and Tumor Institute.

An analysis of the increases shown by various groups indicated an across the board gain in achievement tests and attitude scale scores for only one group. Conversely, six other groups showed a decrease in achievement tests and attitude scale scores. Such a correlation, positive or negative, in achievement and attitude is worthy of investigation. For example, pertinent to any pilot project of this nature would be a close look at the faculty team members and their ability, attitudes and experience.

Another publication is presently under preparation by the Director of the institute which investigates racial attitudes of the teacher as they affect the achievement of the students. This publication, which does not fall under the budget of the program, will combine, process and evaluate the data from the various parts of the institute including the work which had already been completed by Drs. Creswell and Dunn, Dr. Birkman's personality tests which were administered to both the participants and the students, under the auspices of the Harris County Community Action Association, and the attitude tests that were administered to the participants by Dr. Robinson, under the auspices of the Hogg Foundation for Mental Health, as well as the verbatims, diaries and home visitations handed in by the participants, which have been partially recorded in the third part of Drs. Creswell and Dunn's publication (see part C of this section).

The Director of the institute hopes to show that the achievement and subject attitude gains of multi-racial student bodies can be increased by improving the racial attitudes exhibited by their teachers.

C. Interpersonal Aspects

Further examination of the institute's effect on the teachers is gained by surveying the type of feedback that was required of each participant (see Appendix G).

Although most of the participants were well-trained in elementary school education, it was found that many had relatively little knowledge of physical and psychological factors involved in child development. Professional training programs for the most part had not dealt effectively with them. In addition, a vital part of the educational process is the social and the interpersonal factors that affect learning, such as the student's attitude toward himself, the teacher and the learning process and the teacher's attitude toward himself as a teacher, as well as his values, his beliefs and his expectations of the children.

The challenge to the teacher, especially those entering into multi-racial non-middle class teaching situations, is to be able to communicate with the child in a way that is consistent with the frames of reference meaningful to him. To meet this challenge visitations were required with the expectation that teachers would learn to define the attitudes they found. It was felt that the more sensitive that the participants became to the interfering emotional and physical disabilities of the students involved, the more likely that they could plan an effective curriculum. Recognizing this, the participants needed to (1) know the forces and factors that impair personal adjustment and academic achievement, (2) understand how the personality develops and (3) recognize the situations and forces that cause it to deviate; hence, each teacher was required to keep a diary and write three verbatims during the term of the pilot project. The incidents, events or daily activities that they felt to be of consequence were possible subject matter for both assignments.

A consideration of the educational and social backgrounds of the teachers revealed a diverse faculty in academic interests and preparation, working and teaching experience, age, sex and racial descent. Many members (Negro and Anglo) were prejudiced toward the socio-economic level the students represented. While an individual's sensitivity and personal insight varied considerably, the sharing of reports in "sensitivity" group meetings, which met daily for one hour every afternoon, proved beneficial to the faculty.

The airing of critical incidents through these activities gave status to the faculty meetings and strengthened the mutual respect for the individual members as fellow professionals. Experiences discussed were used to emphasize how subtly presentiment can be shown by adults. The result was enlightenment as to the similarities of the objectives held by the total group.

In summary, the accounts and interpersonal experiences revealed the particular characteristics of the children involved. While self-conscious around the teachers, the students enrolled in the institute talked to their peers freely in their own language, they seemed far more sensitive to authoritarian figures than the average child. The students involved in the project had an extremely negative attitude toward themselves and others; but, it was found that their disagreements were not racial. They were very suspicious and unforgiving; they did not identify with the group. Many were a year or more behind their counterparts in regular school. Generally speaking, they personally needed goodwill. They looked upon themselves and their relationship to the teacher on an individual basis and desired teachers who worried about their problems.

The students seemed to enjoy and relate to those teachers who were identified with a cause that they (the students) felt vital. They reviewed all school in a competitive light and enjoyed feeling more important than the subject matter to the teacher. Primarily they seemed to have a tremendous amount of power behind the desire to prove themselves and to gain personal attention. Occasionally, teachers were able to manage this by making a show of decision-making processes, but it was learned that while they enjoyed pondering ideas involving the world about themselves, nonetheless, they wanted to see or be told the conclusion before making decisions of importance to them personally. Reassurance of this nature was a constant demand and reduced, in some respects, the actual presentation of academic matter.

They showed an extreme need to be directed and, for the most part, wanted very clear and definite instructions. They preferred to follow the same schedule and similar procedures daily. In fact, many of the inexperienced Anglo teachers learned that undisciplined "love" or "sympathy" was not only ineffective, but disruptive, to the general learning climate.

Feelings of special responsibility and personal attention influenced individual behavior, some students tried to reach potentials not always achieved in classroom endeavors, This was seen in their eagerness to participate in activities, their enthusiasm in attendance and the variety of ideas expressed in many discussions. For example, a child who wrote or contributed only one very poor sentence at the beginning of the program was writing or verbalizing several better ones toward the closing of the school.

The success of the project was seen in the response of the faculty toward their experiences in it. Individual members became aware of the degradation and depravity that often surrounds the culturally different child. They discovered (1) the fears and anxieties suffered, (2) the need to develop a favorable self-image, (3) the desire to communicate with adults and (4) the wish to be accepted.

Teachers involved viewed the experience as meaningful and worthwhile, and many have urged that similar reports be required of students in teacher education. They felt most, if not all, of the students enjoyed the institute. It provided, many said, the disadvantaged child with attention and encounters that broadened his affective as well as his intellectual experiences. More importantly, however, it provided the teachers with practical insight into circumstances related to the disadvantaged child. Increasingly, they became aware of the multiplicity of the problem; and subsequently, they developed their ability to (1) distinguish between the factors involved, (2) realistically decide which of those factors they would be able to deal with and (3) proceed to establish a curriculum which would most meet the needs and least meet the obstacles presented in their conclusions.

APPENDIX A

A LIST OF PARTICIPANTS, STAFF AND CONSULTANTS

I. Participants

A. Summer Program

The following participants are those who were chosen to participate in the summer program. They are listed below by name, title and school address.

(1) Cody Anderson, Teacher
MacGregor Elementary School, 4801 LaBranch

(2) Leona Armato, Teacher
Marshall Junior High School, 1115 Noble

(3) Edgar Ballard, Teacher
Cullen Junior High School, Scott & Yellowstone Streets

(4) Janet Barnard, Teacher
Houston Independent School District

(5) Jane Battarbee, New Teacher
Houston Independent School District, unassigned

(6) James Baxter, New Teacher
Houston Independent School District, unassigned

(7) Joyce Breaux, New Teacher
Houston Independent School District, unassigned

(8) Opal Brooks, Teacher
Sherman Elementary School, 1505 Lorraine

(9) Lucinda Campbell, Teacher
V. H. Hartsfield Elementary School, 5001 Perry

(10) Regina Canterbury, New Teacher
Houston Independent School District, unassigned

(11) Varie Carrington, Teacher
Wharton Elementary School, 900 West Gray

(12) Jan Christopher, Teacher
Hartsfield Elementary School, 5001 Perry

(13) Essie Curnell, Teacher
Rhoads Elementary School, 4103 Brisbane

(14) Kay Dixon, Teacher
Southland Elementary School, 3535 Dixie Drive

(15) Wanda Durham, Teacher
Garden Villas Elementary School, 7185 Santa Fe

(16) Ella English, New Teacher
Houston Independent School District, unassigned

(17) Alma Ferguson, Counselor
Windsor Village Elementary School, 14440 Polo

(18) Mardell Fuller, Teacher
Sanderson Elementary School, 7115 Lockwood

(19) Marilyn Gaines, Teacher
Kashmere Gardens Elementary School, 4901 Lockwood

(20) Turner Goodlow, Teacher
Turner Elementary School, 3200 Rosedale

(21) Mildred Graham, Teacher
Sherman Elementary School, 1505 Lorraine

(22) Alice Griffin, Administrator
James D. Ryan Elementary School, 4000 Hardy Street

(23) Rose Gunji, Counselor
Ross Elementary School, 2819 Bay

(24) Walter J. Hardy, Administrator
Nat. Q. Henderson Elementary School, 701 Solo

(25) LaFrance Harris, Administrator
J. D. Burrus Elementary School, 701 East 33rd

(26) Helen Haynie, Teacher
Bowie Elementary School, 7501 Curry Road

(27) Valerie Henderson, Teacher
Burrus Elementary School, 701 East 33rd Street

(28) Stella Horn, New Teacher
Houston Independent School District, unassigned

(29) Brenda Houston, New Teacher
Houston Independent School District, unassigned

(30) Carol James, New Teacher
Houston Independent School District, unassigned

(31) Solomon Jefferson, Teacher
Mamie Bastian Elementary School, 7350 Calhoun

(32) Wilda Jefferson, Teacher
James D. Ryan Elementary School, 4000 Hardy Street

(33) Valerie Johnson, Teacher
J. N. Dodson Elementary School, 1808 Sampson Street

(34) Horace Johnston, Teacher
Foster Elementary School, 3919 Ward

(35) Jessie Kelly, Administrator
James H. Law Elementary School, 14201 South Coast Drive

(36) Barbara Knight, Teacher
Cullen Junior High School, 6900 Scott

(37) Walter Lindsey, Teacher
E. O. Smith Junior High School, 3415 Lyons

(38) Joyce Manney, New Teacher
Houston Independent School District, unassigned

(39) Augustine Marcellus, Administrator
Charles Atherton Elementary School, 2011 Solo

(40) Albert Mathe~~ws~~, Teacher
Rhoads Elementary School, 4103 Brisbane

(41) Dave Matthews, Teacher
Fairchild Elementary School, 8701 Delilah

(42) Bertha McAughan, New Teacher
Houston Independent School District, unassigned

(43) Gwendolyn McDonald, Teacher
Sherman Elementary School,1505 Lorraine

(44) Malvina Murray, Teacher
Bruce Elementary School, 813 Cage

(45) Winnifred Osborn, Teacher
Red Elementary School, 4520 Tonowanda

(46) Patricia Parsons, New Teacher
Houston Independent School District, unassigned

(47) Crystal Peugh, New Teacher
Houston Independent School District, unassigned

(48) Bonnie Plattner, New Teacher
Houston Independent School District, unassigned

(49) Elsie Race, New Teacher
Houston Independent School District, unassigned

(50) Maud Randon, Administrator
P. H. Holden Elementary School, 812 W. 28th

(51) Robert Ray, Teacher
Sinclair Elementary School, 6400 Grovewood

(52) Albert Reese, Teacher
Edison Junior High School, 6901 Avenue I

(53) Laurabell Reese, Teacher
T. H. Rogers Junior High School, 5840 San Felipe Road

(54) Mary Roberts, Teacher
Southland Elementary School, 3535 Dixie Drive

(55) Annette Robinson, New Teacher
Houston Independent School District, unassigned

(56) Joey Tatum, Teacher
Sherman Elementary School, 1505 Lorraine

(57) Nanette Tucker, Teacher
Lamar Elementary School, 2209 Gentry

(58) Lillie Walker, New Teacher
Houston Independent School District, unassigned

(59) Jeanne Warren, Teacher
Piney Point Elementary School, 8921 Pagewood

(60) Sandra Waska, New Teacher
Houston Independent School District, unassigned

(61) Scott Westbrook, Teacher
Harper Junior High School, 3203 Center

(62) Jeweleane Whittaker, Teacher
Piney Point Elementary School, 8921 Pagewood

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B. Follow-up Program

The following participants are those who were chosen to participate in the follow-up in order to receive further assistance. They are listed below by name, title and school address.

(1) Mrs. Leona C. Armato, Teacher
Marshall Junior High School, 1115 Noble

(2) Mr. Edgar T. Ballard, Teacher
Cullen Junior High School, Scott & Yellowstone Streets

** (3) Miss Thelma Balque, Teacher's Aide
MacGregor Elementary School, 4801 LaBranch

(4) Mrs. Jane Battarbee, Teacher
Bastian Elementary School, 7350 Calhoun

(5) Mr. James Alton Baxter, Teacher
Poe Elementary School, 5100 Hazard

** (6) Mr. Hamric W. Brock, Teacher
Fondren Junior High School, 6333 Braeswood

(7) Mrs. Opal R. Brooks, Teacher
Sherman Elementary School, 1505 Lorraine

(8) Mrs. Lucinda B. Campbell, Teacher
V. H. Hartsfield Elementary School, 5001 Perry

(9) Mrs. Varie C. Carrington, Teacher
Wharton Elementary School, 900 West Gray

* (10) Miss Maria Chamberlin, Teacher
Piney Point Elementary School, 8921 Pagewood

(11) Mrs. Essie M. Curnell, Teacher
Rhoads Elementary School, 4103 Brisbane

* (12) Mr. Charles C. Drisdale, Teacher
G. O. Burgess Elementary School, 4040 Blackshear

(13) Miss Ella M. English, Teacher
Carnegie Elementary School, 10401 Scott Street

(14) Mrs. Mardell Fuller, Teacher
Sanderson Elementary School, 7115 Lockwood

(15) Mrs. Marilyn Gaines, Teacher
Kashmere Gardens Elementary School, 4901 Lockwood

(16) Mr. Turner W. Goodlow, Teacher
Turner Elementary School, 3200 Rosedale

(17) Mrs. Alice O. Griffin, Assistant Principal
James D. Ryan Elementary School, 4000 Hardy Street

** (18) Miss Carmen E. Harrison, Librarian
Betsy Ross Elementary School, 2819 Bay Street

(19) Mrs. Valerie Henderson, Teacher
Burrus Elementary School, 701 East 33rd Street

** (20) Miss Lillian D. Henry, Teacher
Matthew W. Dogan School, 4202 Liberty Road

(21) Miss Stella M. Horn, Substitute Teacher
Houston Independent School District

(22) Mrs. Brenda J. Houston, Teacher
Betsy Ross Elementary School, 2819 Bay Street

* (23) Mrs. Jean M. Jackson, Speech Correctionist
Burgess Elementary School, 4040 Blackshear

(24) Mrs. Carol Ann James, Teacher
Blackshear Elementary School, 2900 Holman

(25) Mr. Solomon Jefferson, Teacher
Mamie Bastian Elementary School, 7350 Calhoun

(26) Mrs. Wilda Jefferson, Teacher
James D. Ryan Elementary School, 4000 Hardy

(27) Mrs. Valrie E. Johnson, Teacher
J. N. Dodson Elementary School, 1808 Sampson Street

* (28) Miss Carolyn Theresa Jones, Teacher
Kashmere Gardens Elementary School, 5300 Lockwood

(29) Mrs. Jessie Lee Kelly, Principal
James H. Law Elementary School, 14201 South Coast Drive

(30) Mr. Augustine Marcellus, Assistant Principal
Charles Atherton Elementary School, 2011 Solo

(31) Mr. Albert G. Mathews, Teacher
Rhoads Elementary School, 4103 Brisbane

(32) Mr. Dave Matthews, Teacher
Fairchild Elementary School, 8701 Delilah

(33) Miss Bertha L. McAughan, Teacher
James H. Law Elementary School, 14201 South Coast Drive

* (34) Miss Jessie L. Mosley, Librarian
Kashmere Gardens Elementary School, 4901 Lockwood

(35) Mrs. Malvina S. Murray, Attendance Teacher
E. O. Smith Junior High School, 3415 Lyons

** (36) Mr. James E. Myrickes, Teacher
G. O. Burgess Elementary School, 4040 Blackshear

(37) Mrs. Crystal Ray Peugh, Teacher
Herod Elementary School, 5627 Jason

(38) Mrs. Elsie Sledge Race, Teacher
Fannin Elementary School, 2900 Louisiana

(39) Mrs. Maud Adair Randon, Principal
P. H. Holden Elementary School, 812 W. 28th

(40) Mr. Robert I. Ray, Teacher
Sinclair Elementary School, 6400 Grovewood

(41) Mr. Albert R. Reese, Teacher
Edison Junior High School, 6901 Avenue I

(42) Mrs. Laurabell Schutt Reese, Teacher
T. H. Rogers Junior High School, 5840 San Felipe Road

** (43) Miss Cynthia Ann Roberts, Student Teacher
University of Houston

** (44) Mr. Kenneth Charles Turner, Student Teacher
University of Houston

(45) Mrs. Lillie Walker, Substitute Teacher
Houston Independent School District

(46) Miss Jeanne Warren, Teacher
Piney Point Elementary School, 8921 Pagewood

** (47) Mr. James William Wiley, Teacher
Houston Baptist College, 7502 Fondren Road

** (48) Mr. Prentiss Young, Teacher
Marshall Junior High School, 1115 Noble

Those appearing without asterisks took part in the summer program.

Those designated by a single asterisk did not attend during the summer, but had participated in earlier institutes and were thought by the faculty to benefit from further sensitivity exposure.

Those designated by two asterisks had not taken part in any institutes in the past, but were recommended by individual faculty members.

II. Staff

A. The Summer Staff

The following staff was employed during the summer program.

(1) Mr. James R. Noland, Institute Director
University of St. Thomas
3812 Montrose Blvd.
Houston, Texas

(2) Dr. E. W. Rand, Institute Co-Director
Texas Southern University
3201 Wheeler Avenue
Houston, Texas

(3) Dr. J. L. Brown
Prairie View A. & M. College
Prairie View, Texas

(4) Dr. John L. Creswell
University of Houston
3801 Cullen Blvd.
Houston, Texas

(5) Mr. Victor Driscoll, Principal
MacGregor Elementary School
4801 LaBranch
Houston, Texas

(6) Dr. Charletta Dunn
University of Houston
3801 Cullen Blvd.
Houston, Texas

(7) Dr. Alma I. Malone
Houston Baptist College
7502 Fondren Road
Houston, Texas

(8) Mr. Wendell Sweatt, Assistant Pricnipal
Whidby Elementary School
7625 Spring Hill
Houston, Texas

B. The Follow-up Staff

The following staff was employed during the fall follow-up program:

(1) Mr. James R. Noland, Institute Director
University of St. Thomas
3812 Montrose Blvd.
Houston, Texas

(2) Dr. E. W. Rand, Institute Co-Director
Texas Southern University
3201 Wheeler Avenue
Houston, Texas

(3) Dr. J. B. Jones
Texas Southern University
3201 Wheeler Avenue
Houston, Texas

(4) Dr. John L. Creswell
University of Houston
3801 Cullen Blvd.
Houston, Texas

(5) Mr. Victor Driscoll, Principal
MacGregor Elementary School
4801 LaBranch
Houston, Texas

(6) Dr. Charletta Dunn
University of Houston
3801 Cullen Blvd.
Houston, Texas

(7) Dr. Alma I. Malone
Houston Baptist College
7502 Fondren Road
Houston, Texas

(8) Mr. Wendell Sweatt, Assistant Principal
Whidby Elementary School
7625 Spring Hill
Houston, Texas

III. Consultants

A. Staff

1. Dr. Rober W. Birkman
The Main Building
1212 Main Street
Houston, Texas 77002
(in connection with the Harris County Community Action Association)

2. Dr. Jerry W. Robinson
Houston Baptist College
7502 Fondren
Houston, Texas 77036
(in connection with the Hogg Foundation for Mental Health)

B. Summer Program

1. Dr. Weldon R. Markham
Chattanooga Public Schools
1000 East 9th Street
Chattanooga, Tennessee 37403

2. Mrs. Thelma Fennoy
Cleveland Public Schools
9716 North Blvd.
Cleveland, Ohio

3. Dr. James Earl Williams
University of Houston
3801 Cullen Blvd.
Houston, Texas 77004

4. Dr. Harold F. Kaufman, Director
Social Science Research Center
Mississippi State University
State College, Mississippi 39762

5. Darl Hulit, Specialist
Office of Equal Educational Opportunities
Grants and Institutes Program
Washington, D. C. 20202

C. Follow-up Program

1. Truman Webster
Vice President - Academic Affairs
Grayson County College
P. O. Drawer 979
Denison, Texas 75020

IV. The Summer Students

LABORATORY SCHOOL, UNIVERSITY OF ST.THOMAS

July 18 - August 11, 1967

NAME	ADDRESS	TELEPHONE	GRADE	AGE	RACE
Akers, Rosa Marie	332 Irvinton Cts.		5	10	A
Ambush, Regina					
Balderas, Emily	250 Allen Pkwy. Vil.		6	11	M
Balderas, Virginia	250 Allen Pkwy. Vil.		4	11	M
Ball, Christina					
Ballard, Harvey Lee	3315 East Alabama	RI 8-5625	6	12	N
Banks, Paul Ray	551 Allen Pkwy. Vil.		5	12	A
Barber, Glenn Earl	38 C Susan Ann Ct.	JA 6-4511,Ext.455	6	12	N
Barbeneaux,Don Barry	9-A Susan Ann Cts.	JA 4-7078	6	11	N
Barbeneaux, Thelma Elizabeth	9-A Susan Ann Cts.	JA 4-7078	6	11	N
Barber, Jerry Wayne	38-C Susan Ann Cts	JA 6-4511(Ext.455)	4	9	N
Barnes, Margie Ann	571 Irvinton Cts.	CA 8-1709	4	11	A
Basey, Willie Louise	3208 Cline		5	11	N
Beard, Aaron Glenn	328 Allen Pkwy. Vil.		5	11	A
Bell, Christina Marie	257 Allen Pkwy. Vil.	CA 8-6801	5	11	A
Belvin, Joseph Robert	761 Allen Pkwy. Vil.		4	11	A
Belvin, Michael Ruben	761 Allen Pkwy. Vil.		4	10	A
Bouldin, Michael Anthony	3811 Burkett	RI 7-1602	4	11	N
Bowden, James Elbert	3322½ Winbern	RI 7-0703	6	11	N
Bowden, Janice Louise	3322½ Winbern	RI 7-0703	5	10	N
Brooks, Renee Elaine	3318 Winbern	RI 8-4195	6	12	N
Broussard, George Wagner	953 Allen Pkwy. Vil.	CA 8-2196	4	10	N
Broussard, Johnny Ray	953 Allen Pkwy. Vil.	CA 8-2196	5	11	N
Broussard, Michael W.	3113 Richardson	CA 3-7435	5	10	N
Broussard, Ronald R.	3113 Richardson	CA 3-7435	6	11	N
Brown, Anthony	227 Allen Pkwy. Vil.	CA 3-0450	4	10	N
Brown, Major	3554 # 4 Blodgett		4	10	N
Brown, Melvin	3554 # 4 Blodgett		5	12	N
Caesar, Patrice Lynette	42-A Susan Cts.	JA 9-2463	4	8	N
Calzada, Mary	1141 Allen Pkwy. Vil.		6	12	M
Carbonneau, Jeannine Mary	349 Allen Pkwy. Vil.		4	11	A
Carroll, Ronald Keith	3024 Green	CA 8-3795	6	11	N
Celestine, Leroy Joseph	343 Allen Pkwy. Vil.		6	11	N
Champs, Audrey Rena	252 Allen Pkwy. Vil.	CA 3-5592	5	10	N
Champs, Ivory Lee	252 Allen Pkwy. Vil.	CA 3-5592	5	12	N

MASTER LIST

NAME	ADDRESS	TELEPHONE	GRADE	AGE	RACE
Colbert, Dinah Marie	3110 Buck	CA 8-4726	4	10	N
Colley, Gail E.	3308 Baer	CA 5-6988	6	11	N
Collins, Roderick Anthony	13-C Susan Ann Cts.	JA 2-0084	5	9	N
Conway, Henry	158 Allen Pkwy. Vil.				
Comier, Jo Ann	3108 Alabama, # 8	JA 9-7315	6	13	N
Cortez, Maria Stella	329 Allen Pkwy. Vil.	CA 3-0042	6	12	M
Cortez, Yolanda	329 Allen Pkwy. Vil.	CA 3-0042	5	11	M
Cotten, Edith Ann	513 Irvinton Vil.	CA 7-1888	4	10	A
Cotten, Ronald Harvey	513 Irvinton Vil.	CA 7-1888	6(Spec. Ed.)	10	A
Crossland, Betty Elaine	514 West Drew		4	11	M
Daniels, Debra Lynn	42-C Susan Ann Ct.	JA9-2463	5	10	N
Diaz, Raymond			4	10	M
Dillard, Viola Francine	Apt. 410 Irvinton Cts.	CA 3-1679	4	9	A
Dillard, Willis E.(Eddie)	Apt. 410 Irvinton Cts.	CA 3-1679	5	11	A
Douglas, Wonderland	3915 Market	CA 5-4307	5	10	N
Dunn, Mary	1011 Grove	CA 4-0828	6	11	N
Fletcher, Charlorte Jeanette	4414 Sterling	RE 4-6348	5	11	N
Ford, Gerald Wayne	1120 Grove	CA 8-6044	5	10	N
Ford, Kenneth Lynn	1120 Grove	CA 8-6044	4	9	N
Garcia, Gloria	532 Irvinton Vil.		5	11	M
Garner, Donald Clark	4407 Dowling	JA 8-9301	6	11	N
Gardner, Johnny James	1125 Gregg		4	9	N
Gee, David	407 Irvinton Cts.	CA 7-3822	4	10	A
Gee, Judy Ann	407 Irvinton Cts.	CA 7-3822	6	11	A
George, Donnie Lewis	3906 Burkett St.	RI 8-4973	6	12	N
George, Sharon Ann	3906 Burkett St.	RI 8-4973	4	9	N
Giese, Patrick Allen	616 Irvinton Vil.	CA 7-3762	6	11	A
Gillum, Leardine Ford	3702 Tierwester		6	11	N
Gipson, Richard Earl	3311 East Alabama	RI 8-5626	5	10	
Glover, Zachary Anthony	3704 Cobb St.	RI 8-5963	5	11	N
Gonzales, Stephen		644-7293	5	11	M
Gordon, Dana Wenette	19-A Susan Ann Ct.	JA 3-1855	6	11	N
Gordon, Vicki Theresa	19-A Susan Ann Ct.	JA 3-1855	4	9	N
Green, Colliss	1110 Meadow	CA 8-5620	6	11	N
Gregory, Victor Lamar	1755 Allen Pkwy. Vil.	CA 5-3376	4	10	N

MASTER LIST

NAME	ADDRESS	TELEPHONE	GRADE	AGE	RACE
Griggs, Johnny Ray	3108 Buck	CA 8-1220	6	11	N
Guajardo, Cheryl Ann	476 Irvinton Cts.		6	12	M
Guerrero, Adam Monreal	1532 Allen Pkwy. Vil		6	11	M
Guerrero, Joel	958 Allen Pkwy. Vil.		5	11	M
Guerrero, Joel Monreal	1532 Allen Pkwy. Vil.		5	12	M
Gutierrez, Yolanda	748 Allen Pkwy. Vil.	CA 7-7086	7	13	M
Hamby, David	432 Allen Pkwy. Vil.		4	11	A
Harper, Arthur	151 Allen Pkwy. Vil.	CA 4-7301	5	11	N
Harris, Cecile Renarde	4011 Burkett St.	RI 8-5103	4	11	N
Harris, Magdalyne	4011 Burkett	RI 8-5103	5	10	N
Harrison, Bridget	4505 Hirsch				
Harrison, Deborah Ann	3415 Nance	CA 7-0637	4	9	N
Hernandez, Bilinda	613 Irvinton Vil.	CA 3-0268	4	9	M
Hernandez, Paul	613 Irvinton Vil.	CA 3-2068	5	10	M
Herrera, Roland	557 Allen Pkwy. Vil.		5	11	M
Herring, Phyllis, Elaine	3703 Eagle St.	RI 8-4401	5	10	N
Hightower, Cynthia	3028 Buck	CA 5-6878	6	11	N
House, Leslie	605 Irvinton Vil.	CA 7-2694	5	11	A
Houston, Brenda Joyce	1332 Allen Pkwy. Vil.	CA 8-4270	6	12	N
Houston, Kenneth	1332 Allen Pkwy. Vil.	CA 8-4270	4	10	N
Hughes, Jack Edward	740 Allen Pkwy. Vil.		6	13	A
Hughes, Joe David	740 Allen Pkwy. Vil.		6	12	A
Hughes, Konitz O'Hara	3017 Hare	CA 8-3550	4	9	N
Jackson, Patricia Ann	3909 Nettleton(04)	RI 7-8482	4	9	N
Jackson, Sidney, Jr.	3909 Nettleton(04)	RI 7-8482	5	12	N
Jackson, Wilton	3909 Nettleton(04)	RI 7-8482	6	13	N
Jenkins, Cedric L.	3105 Baer	CA 3-0861	4	9	N
Johnson, Deborah	3812 Nettleton(04)				
Johnson, Joe B.	8-D Susan Ann Ct.	JA 9-6666	4	9	N
Johnson, Patricia Ann	3812 Nettleton(04)		4	11	N
Johnson, Sheila Jean	8D Susan Ann Ct.	JA 9-6666	5	10	N
Johnson, Terri Gail	210 Irvinton Vil.	222-2827	5	11½	A
Jones, Calvin					
Jones, Charles Ray					
Jones, Evelyn Joyce	3550 Blodgett, Apt. 4	JA 4-9402	6	12	N

M TER LIST

NAME	ADDRESS	TELEPHONE	GRADE	AGE	RACE
Jones, Joseph	3101 Buck		4	10	N
Jones, Mose Alvin	1117 Gregg	CA 8-3700	4	9	N
Kinsfather, Blanche Marie	450 Irvinton Village		4	11	A
King, Joyce					
Kinsfather, Thomas Lee	459 Irvinton Vil.		5	10	A
Kochak, Kathleen Kamile	331 Allen Parkway Vil.		5	11	A
Lachapelle, Michael	8607 Guienevere		6		N
Lastrapres, Tommy Dwight	9-A Susan Ann Cts.	JA 4-7078	5	9	N
Latson, Eddie R.	3311 Cline	CA 3-3050	5	10	N
Lauderdale, Veronnia Jean	3002 Buck		6	10	N
Leal, Homer	1539 Allen Parkway Vil.		5	10	M
Leal, Victor	1539 Allen Pkwy. Vil.		6	11	M
Martinez, Ernesto Felipe	339 Irvinton Vil.	CA 8-3849	5	12	M
Martinez, Juan J.	213 Irvinton Cts.	CA 8-1163	6	12	M
Martinez, Yolanda	213 Irvinton Cts.	CA 8-1163	6	10	M
Mathis, Angel	3602 Rosewood, Apt. A	JA 9-8809	5	10	N
Matthews, Leroy					
Mauldin, Michelle	446 Irvinton Vil.		4	10	A
Mayberry, Charles Wade	1029 Sydnor	CA 2-0920	4	10	N
McCoy, Robert Clyde	557 Irvinton Vil.		5	12	A
Modelist, Karan Lee	3269 Cleburne St.	RI 8-5469	4	10	N
Moore, Ora Zell	3414 Baer	CA 8-3730	5	10	N
Munoz, Maria Isabel	340 Irvinton Cts.		4	11	M
Munoz, Victoria Ona	340 Irvinton Cts.		6	12	M
Nealey, Inell	1024 Gregg St.	CA 8-4881	6	11	N
Nelson, Phyllis					
Newton, Connie Ruth	1639 Allen Pkwy. Vil.		4	9	A
Norman, James W.	519 Grove	CA 3-5680	4	9	N
O'Neal, Charles Edward	417 Irvinton Vil.	CA 3-1648	6	14	A
O'Neal, James Ray	417 Irvinton Vil.	CA 3-1648	6	13	A
O'Neal, Jerry Allan	417 Irvinton Vil.	CA 3-1648	6	11	A
O'Neal, Margaret Deniese	417 Irvinton Vil.	CA 3-1648	4	10	A
Osborn, Terry Lee	930 Allen Pkwy. Vil.	CA 8-5057	4	10	N
O'Shea, Patrick Timothy	1753 Allen Pkwy. Vil.		5	11	A
Overshown, Betty Rath	1839 Allen Pkwy. Vil.		5	11	N

MASTER LIST

NAME	ADDRESS	TELEPHONE	GRADE	AGE	RACE
Overshown, Sharon Denise	1839 Allen Parkway Vil.		4	10	N
Owens, Deborah	102 Bayou	CA 7-7445	6	11	N
Owens, Susan Joy	207 Irvinton Vil.	CA 7-5851	6	11	A
Pearson, Becky Ilene	438 Irvinton Vil.	CA 8-7069	4	9	A
Pender, Frances Denise	1537 Allen Pkwy. Vil.		5	10	A
Pope, Nina Elaine	213-A Susan Ct.	JA 8-6060	4	10	N
Puente, Marcello	741 Allen Pkwy. Vil.		5	12	M
Pugh, Bridget	147 Allen Pkwy. Vil.	JA 3-1671	6	12	N
Ramirez, Rosa Minerva	341 Irvinton Vil.		4	9	M
Ramirez, Rosanna	341 Irvinton Vil.		5	12	M
Ramirez, Ruben	341 Irvinton Vil.		4	10	M
Ramas, Porfirio	460 Irvinton Cts.		6	11	M
Redmond, Joseph Darrell	420 Irvinton Vil.	CA 3-3761	6	13	A
Redmond, Linda Sue	420 Irvinton Vil.	CA 3-3761	4	9	A
Redmond, Mary Gail	420 Irvinton Vil.	CA 3-3761	5	11	A
Reed, Felicia	8510 Tilgham	OR 3-7413	6	11	N
Reliford, Patricia Ann	1022 Grove Street		6	11	N
Rem, Anthony J.	3332 Winbern St,	RI 8-4427	4	11	N
Rem, Peter Grant	3332 Winbern St.	RI 8-4427	5	10	N
Rem, Robert Lee, Jr.	3332 Winbern St.	RI 8-4427	4	8	N
Reynolds, Brenda Sue	411 W. Drew		7	13	A
Reynolds, Kathleen	1448 Allen Pkwy. Vil.	CA 3-1249	4	9	A
Reynolds, Mark	411 West Drew		Spec.Class	11	A
Rice, Angela Eleanor	8922 Delilah Street	RE 3-2863	4	10	N
Richard, Dwight	3908 Tierwester	RI 8-5963	6	12	N
Riley, Deborah Jean	336 Irvinton Cts.		6	13	A
Riley, Margaret Louise	336 Irvinton Cts.		4	9	A
Robinson, Olga L.	1415 Capron	CA 7-5682	6	11	N
Rodgers, Donnie Wyane	40 Susan Ann Cts.,Apt.A	JA 4-4393	4	10	N
Rodgers, Gerry Charles	40 Susan ann Ct.,Apt.A	JA 4-4393	4	9	N
Rodriguez, Elizabeth Ann	617 Irvinton Vil.	CA 3-8479	4	8	M
Romo, Irene	438 Allen Pkwy. Vil.	CA 8-1900	6	12	M
Ross, Jeffrey Finis	1001 Grove	CA 8-3038	6	11	N
Ruenes, Rosario	540 Allen Pkwy. Vil.	CA 3-6890	4	10	M
Salazar, Robert Victor	1031 Allen Pkwy. Vil.		6	12	M

MASTER LIST

NAME	ADDRESS	TELEPHONE	GRADE	AGE	RACE
Sampray, Janice	1007 Grove	CA 8-2787	6	11	N
Santos, Humbreto Estrada	640 Allen Parkway V.		5	11	M
Santos, Rosa Estrada	640 Allen Pkwy. Vil.		7	13	M
Santos, Rudy Estrada	640 Allen Pkwy. Vil.		3	10	M
Scott, Annetta	3310½ Winbern		4	10	N
Scott, Betty Jean	3115 Richardson	CA 3-7435	5	11	N
Scott, Dorethea Jean	1730 Allen Pkwy. Vil.	CA 8-7661	5	12	N
Scott, Kenneth Wayne	3301½ Alabama	RI 7-7115	4	10	N
Scott, Lorethea Dean	1730 Allen Pkwy. Vil.	CA 8-7661	5	12	N
Scott, Sylvia Ann	3310½ Winbern	CA 7-4749	5	11	N
Seguro, Robert	510 Irvinton Cts.		5	13	M
Serialle, Eric Dwain	3306 Winbern	RI 7-3935	6	12	N
Shepherd Ray	858 Allen Parkway Vil.		6	12	N
Smith, Nathaniel	3411 Nance	CA 8-4255	6	11	N
Stewart, Darlene	444 Allen Pkwy Vil.	CA 7-8405	5	9	N
Strickland, Cheri Lynn	1232 Allen Pkwy. Vil.	CA 7-1732	4	8	A
Strickland, John Michael	1232 Allen Pkwy. Vil.	CA 7-1732	5	10	A
Thomas, Anthony Ray	1035 Grove	CA 3-8750	5	12	N
Thomas, Paula Rena	1427 Allen Pkwy. Vil.		6	12	N
Thomas, Johnny	242 Allen Pkwy. Vil.	CA 8-2879	4	10	N
Thomas, Michael	1035 Grove	CA 3-8750	5	11	N
Thomas, Ralph	242 Allen Pkwy. Vil.	CA 8-2879	6	13	N
Tidwell, Jack Wayne	521 Irvinton Vil.		6	12	A
Tidwell, Lydia Gay	521 Irvinton Vil.		4	9	A
Tigner, Brenda	560 Allen Pkwy. Vil.	CA 3-9873	5	11	N
Tigner, Selestine	560 Allen Pkwy. Vil.	CA 3-9873	4	9	N
Tillman, Gregory Renard	3109 Buck	CA 8-4905	5	10	N
Tims, Carey Renard	3913 Nettleton St.	RI 8-1378	6	12	N
Turner, Sandra Gail	3317 Alabama	RI 8-4939	6	12	N
Villareall, Joe Anthony	356 Irvinton Cts.	UN 9-5809	4	10	M

MA ER LIST

NAME	ADDRESS	TELEPHONE	GRADE	AGE	RACE
Vital, Sharon Ann	3320 Winburn	RI 8-4427	6	13	N
Walker, Katrina Michelle	1027 Gregg		4	9	N
Warren, Cecilia Jean	413 Irvinton Village	CA 3-9461	4	10	A
Warren, Theresa G.	413 Irvinton Vil.	CA 3-9461	5	12	A
Washington, Debra A.	3209 Gillispie	CA 7-0909	5	10	N
Whaley, Janice					
Wilganowski, Robert	650 Allen Pkwy. Vil.	CA 3-8650	6	13	A
Williams, Gertrude	159 Allen Pkwy. Vil.	HO 5-8612	4	10	N
Williams, Joan Elizabeth	40 "B" Susan Ann Cts.	JA 2-0084	4	9	N
Williams, Joycelyn Elain	40 "B" Susan Ann Cts	JA 2-0084	5	11	N
Williams, Odell	1828 Allen Pkwy. Vil.		6	12	N
Wills, Angela Ruth	527 Allen Pkwy. Vil.		4	10	M
Wynn, Brenda Joyce	3114 Nance	CA 8-1892	4	9	N
Yarber, Richard Eugene	1527 Allen Pkwy. Vil.		6	11	A
Zamora, Gloria	529 Allen Pkwy. Vil.	CA 3-7763	5(spec. ed.)	13	M
Zamora, Sandra	529 Allen Pkwy. Vil.		5	12	M
Scott, Diana Lynn	3308½ Alabama	RI 7-5331	5	11	N
Smith, Stephanie Colette	4410 Sterling	738-1465	5	10	N
Walker, Jacqueline Ann	3201 Buck		4	9	N
Walton, Tony	1035 Grove	CA 3-8750	8	13	N
Clewis, Hazel Lanntta	3712 Lyons	CA 8-4215	6	12	N
Diaz, Raymond	2218 Common		4	10	M
Gonzales, Stephen	5839 South Well	644 7293	5	11	M
Harrison Bridget Elaine	4505 Hirsch Rd.	OR 3-6867	6	11	N
Johnson, Deborah Jean	3812 Nettleton		4	10	N
Jones, Joseph C.	3101 Buck	CA 7-9434	4	10	N
Kinsfather, Blanche Marie	459 Irvinton Village		4	11	A
Sloan, Donald R.	4008 Hare	CA 2-2747	4	9	N
Jackson, Cheryl Denise	3813 Nettleton	RI-7-4025	7	11	N
Jones, Jacqueline Elaine	3013 Hare	CA 8-7051	7	12	N
Rodriguez, Joanne	628 Allen Parkway Vil.	CA 7-0298	4	9	M
Foley, Lisa Machell(Thompson)	1118 Meadow	CA 7-0749	4	11	N
Goffney, Vivian Dolores	3111 Buck	CA 8-7907	5	10	N
Thompson, Emmitt Jr.	1118 Meadow	CA 7-0749	4	9	N
Williams, Anthony Charles	829 Allen Parkway Vil.	CA 4-0046	6	11	N
Foster, Garleon Cedric	3107 Green	CA 8-3226	4	9	N
Green, Linda Kay	511 Irvinton Courts	CA 4-2470	3	9	A
Reynolds, Larry	411 West Drew		5	12	A

APPENDIX B

LETTERS OF AGREEMENT WITH THE HARRIS COUNTY COMMUNITY ACTION ASSOCIATION

(formerly called the Houston-Harris County Economic Opportunity Organization)

1. Letter from Mr. Noland, Project Director, to Mr. Shanahan, April 28, 1967, together with its attached fact sheet.
2. Letter from Mr. Noland to Mr. Shanahan, May 8, 1967, as an addendum to the letter of April 28.
3. The Agreement of July 11, 1967 between the Harris County Community Action Association and the University of St. Thomas, signed by Francis L. Williams and James R. Noland, as directors of their respective organizations.
4. Three Cumulative Fiscal Reports to Daniel Travino, dated July 11 and 28 and September 26, 1967.

UNIVERSITY OF ST. THOMAS
BASILIAN FATHERS
3812 MONTROSE BOULEVARD
HOUSTON, TEXAS 77006

April 28, 1967

Mr. John H. Shanahan, Jr.
Coordinator of Planning
Houston-Harris County Economic Opportunity Organization
2002 East Dallas Street
Houston, Texas 77003

Dear Mr. Shanahan:

I am pleased to report that our Special Training Institute on Problems of School Desegregation has been funded by the United States Office of Education. Under separate cover I have sent you a copy of this proposal.

You will remember that I talked with Mrs. V. Besselle Attwell and Mr. Doyle E. Perkinson about this last fall when Mr. L. Darl Hulit of the United States Office of Education was in town to help us with the basic planning.

At that time we reached an informal agreement that the Houston-Harris County Economic Opportunity Organization would provide 100 youngsters from the poverty areas to participate in a laboratory school from 9:00 A.M. until 12 noon, Monday through Friday, July 17 - August 11. These youngsters should be selected on an inter-cultural and inter-racial basis. They should include Negro, Latin-American and white students from the 4th, 5th, and 6th grades.

The United States Office of Education will provide $46,721 to employ the faculty and student teachers as well as provide the facilities at the University of St. Thomas. We will need the Houston-Harris County Economic Opportunity Organization to provide the bus transportation for these students as well as the instructional material.

The practical classroom activity with students drawn from areas of the city where there are significant indications of educational disparity, will be most advantageous. This educational experience should help the students in their educational achievement so that they can become competitive with students from more advantaged areas of the city. The remedial assistance provided in the laboratory school should help to awaken each child to the broad range of opportunities which can be made available to him through education.

I will appreciate it if you will process this request as early as possible, so that we may firm up our plans for this significant program. Attached is a fact sheet on the estimated cost which will be incurred and for which we will look to the Houston-Harris County Economic Opportunity Organization for funding.

Very truly yours,

James R. Noland
Director

JRN/lmck

Attachment

FACT SHEET

Proposed Budget for Transportation and Instructional Material for 100 Youngsters from the Poverty Areas:

*I. Transportation		
A. Two buses per day (from 8 A.M. - 12 Noon)		
1. Cost per bus	$25.00	
2. Cost per driver	7.00	
	$32.00	
$32 x 2 = $64		
$64 x 20 days = $1,280		
	Sub-Total	$1,280.00
**II. Instructional Material		
A. Estimated cost per pupil	$15.00	
	Sub-Total	$1,500.00
III. TOTAL ESTIMATED COST		$2,780.00

(This includes achievement test battery, language art kits, reading kits, Science Research Associates booklets, spelling kits, and study activity booklets, paper pencils, paste, and classroom supplies. Cost includes materials for the 60 teachers and 8 college faculty members.)

*Estimate provided by Neighborhood Centers; 25¢ per mile; $1.75 per hour per driver; 100 miles per day per bus; and 4 hours per day per driver.

**Estimate provided by Dr. Alma I. Malone, Professor of Education, (Elementary), Houston Baptist College.

UNIVERSITY OF ST. THOMAS

BASILIAN FATHERS

3812 MONTROSE BOULEVARD
HOUSTON, TEXAS 77006

May 8, 1967

Mr. John H. Shanahan, Jr.,
Coordinator of Planning
Houston-Harris County Economic Opportunity Organization
2002 East Dallas Street
Houston, Texas 77003

Dear Mr. Shanahan:

Please consider this an addendum to the letter and proposal sent to you as of April 28, 1967.

The University of St. Thomas is prepared to double the number of children accepted from the poverty areas for our program running July 17 - August 11. In the event you are interested in having us serve 200 children, this will mean we will need a budget of $5,560.00.

Should you have any questions, please contact me.

Very truly yours,

James R. Noland
Director

JRN/lmck

Dictated but signed in his absence.

AGREEMENT
Part I (of 2 parts)

THIS AGREEMENT, entered into as of this 11th day of July, 1967, by and between HARRIS COUNTY COMMUNITY ACTION ASSOCIATION, of the City of Houston, County of Harris, State of Texas, hereinafter referred to as the "Agency", and UNIVERSITY OF ST. THOMAS of the City of Houston, County of Harris, State of Texas, hereinafter referred to as the "Contractor".

WITNESS THAT:

WHEREAS, the Agency has received a Grant under Title 11-A of the Economic Opportunity Act of 1964 from the Office of Economic Opportunity, Executive Office of the President of the United States (hereinafter referred to as the OEO); and

WHEREAS, pursuant to said grant the agency is undertaking certain activities; and

WHEREAS, the Agency desired to engage the Contractor to render certain assistance in such undertakings;

NOW, THEREFORE, the Agency and the Contractor do mutually agree as follows:

1. The contractor shall, in a satisfactory and proper manner as determined by the Agency, perform the following: Conduct a laboratory school for 200 children from culturally deprived areas of Houston, Texas known as the Special Training Institute on problems of school desegregation.

2. The Contractor shall commence performance of this Contract on the 17th day of July, 1967, and shall complete performance no later than the 11th day of August, 1967.

3. The Contractor shall maintain such records and accounts, including property, personnel, and financial records, as are deemed necessary by the Agency or the Director of OEO to assure a proper accounting for all project funds, both Federal and non-Federal shares. These records will be made available for audit purposes to the Agency, the OEO or the Comptroller General of the United States or any authorized representative, and will be retained for three years after the expiration of this Contract unless permission to destroy them is granted by both the Agency and the Director of OEO. The records to be maintained by the Contractor, and to be available for inspection and/or audit at all times, shall include (1) the names and locations of the various organizations involved in the conduct and/or administration of the program; (2) the names and titles of the professional employees responsible for the program (an organizational chart is desirable); (3) a list of prime or sub-contracts entered into by the Contractor; (4) all books of account and supporting documentation; (5) the most recent payroll listing; (6) list of non-expendable items purchased with grant funds; (7) current reconciliation of bank accounts used for OEO grant programs; (8) all available written accounting and procedures manuals or instructions; (9) support for program budgets; and (10) a copy of the latest public accountant's audit report.

4. The Contractor shall spend no more than $7,060.00 in the performance of this Contract. No more than the following amounts may be spent for the following purposes, except that any of these categories may be exceeded by 10% or the indicated figure:

(a)	Personnel	$ 700.00	Non-Federal
		$ - 0 -	Federal
		$ - 0 -	Fringe Benefits
(b)	Consultants and Contract Services	$1,000.00	
(c)	Travel	$1,380.00	
(d)	Space Costs and Rentals	$ 800.00	
(e)	Consumable Supplies	$3,000.00	
(f)	Rental, Lease or Purchase of Equipment	$ 180.00	
(g)	Others (Specify as necessary)	$ - 0 -	

5. The Contractor will contribute $1,500.00 toward payment of the expenses described in Paragraph 4 above. Such contribution shall be in-kind in the amount of $1,500.00.

6. Subject to receipt of funds from the OEO, the Agency shall make payment under this Contract in accordance with the following method, such payment to be made on presentation of a requisition for payment by the Contractor. The requisition for payment shall indicate the disposition of the amount requested by reference to the categories of expenses listed in paragraphs 4 (a) through (g) above.

For coverage of all above categories:

Approximate Date	Amount
July 11, 1967	$3,000.00
July 31, 1967	$2,560.00

7. It is expressly understood and agreed that in no event will the total amount to be paid by the Agency to the Contractor under this agreement exceed $5,560.00 for full and complete satisfactory performance.

8. This Agreement is subject and incorporates the attached Part II, "Terms and Conditions Governing Contracts Between Community Action Program Component".

9. The Contractor agrees to assist the Agency in complying with all of the "Conditions Governing Grants under Sections 204 and 205 of the Economic Opportunity Act of 1964".

10. IN WITNESS WHEREOF, the Agency and the Contractor have executed this Agreement as of the date first above written.

ST. THOMAS UNIVERSITY Contractor	HARRIS COUNTY COMMUNITY ACTION ASSOCIATION Agency
By____________________ JAMES R. NOLAND	By____________________ FRANCIS L. WILLIAMS
Position: Director of Teacher Training Institute	Position: Chairman
ATTEST:____________________	____________________

ST. THOMAS UNIVERSITY

SPECIAL TRAINING INSTITUTE ON PROBLEMS OF SCHOOL DESEGREGATION

PERSONNEL	TIME	RATE	COST
1. Project Director (1)	8 wks. - 25% time	$ 600 mo.	$ 250.00*
2. Neighborhood workers (4)	4 wks. - 10% time	$ 500 mo.	$ 200.00*
3. Coordinator of personnel	4 wks. - 25% time	$1000 mo.	$ 250.00*

CONSULTANTS AND CONTRACT SERVICES	
Psychological Consultation for 20 days at $50.00 per day	$1000.00
TRAVEL	
Buses for 200 children for 4 weeks	
Insurance	$1380.00
SPACE COSTS & RENTALS	
20 Classrooms for 4 weeks at $10 per week	$ 800.00*
CONSUMABLE SUPPLIES	
Educational Material for 200 children at $15 per child	$3000.00
RENT, LEASE OR PURCHASE OR EQUIPMENT	
Rental of 20 tables	$ 180.00
TOTAL (including the in-kind funds)	$7060.00
TOTAL (excluding the in-kind funds)	$5560.00

*In-kind funds

PART II (of 2 parts)

Terms and Conditions Governing Contracts Between Community Action Program Agency and Contractor For Conduct and Administration of Community Action Program Component

In addition to any conditions specified in Part I, this Contract is subject to all of the conditions listed below. Waiver of any of these conditions must be upon the express written approval of an authorized representative of the Office of Economic Opportunity, and such waiver shall be made a part of this contract.

1. **Termination of Contract.** If, through any cause, the Contractor shall fail to fulfill in timely and proper manner his obligations under this Contract, or if the Contractor shall violate any of the covenants, agreements, or stipulations of this Contract, or if the grant from OEO under which this Contract is made is terminated by OEO, the Agency shall thereupon have the right to terminate this Contract by giving written notice to the Contractor of such termination and specifying the effective date thereof. If the Contractor is unable or unwilling to comply with such additional conditions as may be lawfully applied by OEO to the grant to the agency, the Contractor shall terminate the contract by giving written notice to the agency, signifying the effective date thereof. In the event of termination, all property and finished or unfinished documents, data, studies, and reports purchased or prepared by the Contractor under this contract shall, at the option of the Agency, become its property and the Contractor shall be entitled to compensation for any unreimbursed expenses necessarily incurred in satisfactory performance of the Contract. Notwithstanding the above, the Contractor shall not be relieved of liability to the Agency for damages sustained by the Agency by virtue of any breach of the Contract by the Contractor, and the Agency may withhold any reimbursement to the Contractor for the purpose of set-off until such time as the exact amount of damages due the Agency from the Contractor is agreed upon or otherwise determined.
2. **Changes.** The Agency may, from time to time, request changes in the scope of the services of the Contractor to be performed hereunder. Such changes, including any increase or decrease in the amount of the Contractor's compensation, which are mutually agreed upon by and between the Agency and the Contractor, must be incorporated in written amendments to this Contract.
3. **Travel Expenses.** If the Contractor is a public agency, expenses charged for travel shall not exceed those allowable under the customary practice in the government of which the agency is a part. If the Contractor is a private agency, expenses charged for travel shall not exceed those which would be allowed under the rules of the United States Government governing official travel by its employees.
4. **Expenses Disallowed.** No contract funds shall be expended for:
   - (a) any expenses other than those necessarily incurred in the performance of this Contract;
   - (b) the purchase of real property;
   - (c) the purchase of personal property at prices exceeding $500 per item;
   - (d) the cost of meals for employees or officials of the Contractor, except when on travel status; or
   - (e) costs incurred before the effective date of the Contract.
5. **Accounting for Property:** If property costing less than $500 per item (1) is properly acquired with contract funds, (2) is expected at the time of acquisition to be used indefinitely for the purposes for which it was purchased, and (3) is in fact used for such purposes for a period of one year from the date of acquisition, title to such property shall vest in the Contractor. If property acquired with contract funds (1) has a cost of $500 or more per item, or is either (2) not expected at the time of acquisition to be used indefinitely for the purpose for which it was acquired, or (3) is in fact diverted to other uses within a period of one year from the date of acquisition, title to such pro-

perty shall vest in the Agency to be held on behalf of the OEO.

6. **Publication and Publicity.** The Contractor may publish results of its function and participation in the approved community action program without prior review by the Agency, provided that such publications acknowledge that the program is supported by funds granted by OEO pursuant to the provisions of the Economic Opportunity Act of 1964, and that five copies of each such publication are furnished to OEO, plus such copies to the Agency as the Agency may reasonably require.

7. **Copyrights.** If the Contract results in a book or other copyrightable material, the author is free to copyright the work, but the Office of Economic Opportunity reserves a royalty-free, nonexclusive and irrevocable license to reproduce, publish, or otherwise use, and to authorize others to use, all copyrighted material and all material which can be copyrighted resulting from the Contract.

8. **Patents.** Any discovery or invention arising out of or developed in the course of work aided by this Contract shall be promptly and fully reported to the Agency and to the Director of OEO for determination as to whether patent protection on such invention or discovery shall be sought and how the rights in the invention or discovery, including rights under any patent issued thereon, shall be disposed of and administered, in order to protect the public interest.

9. **Labor Standards.** All laborers and mechanics employed by contractors or subcontractors in the construction, alteration or repair, including painting and decorating of projects, buildings and works which are federally assisted under this Contract shall be paid wages at rates not less than those prevailing on similar construction in the locality as determined by the Secretary of Labor in accordance with the Davis-Bacon Act, a amended (40 U.S.C. 276a-276a-5).

10. **Covenant Against Contingent Fees.** The Contractor warrants that no person or selling agency or other organization has been employed or retained to solicit or secure this Contract upon an agreement or understanding for a commission, percentage, brokerage, or contingent fee. For breach or volation of this warrant, the Agency shall have the right to annul this Contract without liability or, in its discretion, to deduct from the compensation, or otherwise recover, the full amount of such commission, percentage, brokerage or contingent fee.

11. **Discrimination in Employment Prohibited.** The Contractor will not discriminate against any employee employed in the performance of this contract, or against any applicant for employment because of race, creed, color, or national origin. The Contractor will take affirmative action to ensure that applicants are employed, and that employees are treated during employment, without regard to their race, creed, color, or national origin. This requirement shall apply to, but not be limited to the following: employment, upgrading, demotion, or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeship. In the event that the Contractor signs any contract which would be covered by Executive Order 10925 (March 6, 1961) or Executive Order 11114 (June 22, 1963), the Contractor shall include the equal-employment clause specified in section 301 of Executive Order 10925, as amended.

12. **Discrimination Prohibited.** No person in the United States shall, on the ground of race, creed, color or national origin, be excluded from participation in, be denied the proceeds of, or be subject to discrimination in the performance of this Contract. The Contractor will comply with the regulations promulgated by the Director of OEO, with the approval of the President, pursuant to the Civil Rights Act of 1964 (45 C.F.R. Part 1010).

13. **Political Activity Prohibited.** None of the funds, materials, property or services contributed by the Agency or the Contractor under this Contract shall be used in the performance of this Contract for any partisan political activity, or to further the election or defeat of any candidate for public office.

14. **Religious Activity Prohibited.** There shall be no religious worship, instruction or proselytization as part of or in connection with the performance of this Contract.

15. **Compliance with Local Laws.** The Contractor shall comply with all applicable laws, ordinances, and codes of the State and local governments.

16. **Reports and Inspections.** The Contractor shall make financial, program progress, and other reports as requested by the Agency or the Director of OEO, and will arrange for on-site inspections by Agency or OEO representatives at the request of either.

UNIVERSITY OF ST. THOMAS
3812 MONTROSE BOULEVARD
HOUSTON, TEXAS 77006

BASILIAN FATHERS

July 11, 1967

Mr. Daniel Travino
Harris County Community Action Association
3800 Bowling Green
Houston, Texas

Dear Mr. Travino:

As per our agreement as of this date, the University of St. Thomas requests for payment the sum of $3,000.00. This amount is needed for the following items:

		Budget	Anticipated July Expenditures	Actual Over (Under) Budget
a.	Personnel	-0-	-0-	-0-
b.	Consultants & Contract Services	$1,000.00	$ 500.00	$ 500.00
c.	Travel	1,380.00	900.00	480.00
d.	Space Costs & Rentals	-0-	-0-	-0-
e.	Consumable Supplies	3,000.00	1,500.00	1,500.00
f.	Rental, Lease or Purchase of Equipment	180.00	100.00	80.00
g.	Others (Specify as necessary)	-0-	-0-	-0-
	TOTAL	$5,560.00	$3,000.00	$2,560.00

Your assistance in forwarding this allocation to us at your earliest convenience will be greatly appreciated.

Very truly yours,

James R. Noland, Director
Laboratory School for Culturally Deprived

JRN/lmck

UNIVERSITY OF ST. THOMAS
3812 MONTROSE BOULEVARD
HOUSTON, TEXAS 77006

BASILIAN FATHERS

July 28, 1967

Mr. Daniel Travino
Harris County Community Action Association
3800 Bowling Green
Houston, Texas

Dear Mr. Travino:

As per our agreement in regard to the Laboratory School for Culturally Deprived Children, the University of St. Thomas requests the final payment of $2,560.00. This amount is needed for the following items:

	Budget	Anticipated August Expenditures	Actual Over (Under) Budget
a. Personnel	-0-	-0-	-0-
b. Consultants & Contract Services	$1,000.00	$ 500.00	-0-
c. Travel	1,380.00	480.00	-0-
d. Space Costs & Rentals	-0-	-0-	-0-
e. Consumable Supplies	3,000.00	1,500.00	-0-
f. Rental, Lease or Purchase of Equipment	180.00	80.00	-0-
g. Others (Specify as necessary)	-0-	-0-	-0-
TOTAL	$5,560.00	$2,560.00	-0-

Your assistance in forwarding this allocation to us at your earliest convenience will be greatly appreciated.

Very truly yours,

James R. Noland, Director
Laboratory School for Culturally Deprived

JRN/lmck

UNIVERSITY OF ST. THOMAS
BASILIAN FATHERS
3812 MONTROSE BOULEVARD
HOUSTON, TEXAS 77006

September 26, 1967

Mr. Daniel Travino
Harris County Community Action Association
3800 Bowling Green
Houston, Texas

Dear Mr. Travino:

As per our agreement, the Laboratory School for Culturally Deprived reports this itemization of final expenditures. The amount of total expenditures received from and agreed on by your organization were as follows:

Item	Proposed Budget	Total Expenditures
a. Personnel	-0-	-0-
b. Consultants & Contract Services	$1,000.00	$1,000.00
c. Travel	1,380.00	1,378.28
d. Space Costs & Rentals	-0-	-0-
e. Consumable Supplies	3,000.00	3,001.72
f. Rental, lease or Purchase of Equipment	180.00	180.00
g. Others (Specify as necessary)	-0-	-0-
TOTAL	$5,560.00	$5,560.00

Your assistance in providing these allocations has been greatly appreciated.

Very truly yours,

James R. Noland, Director
Laboratory School for Culturally
Deprived

JRN/ps

APPENDIX C

PRE-INSTITUTE MATERIAL SENT TO TENTATIVE PARTICIPANTS.

1. Fact Sheet
2. Abstract

FACT SHEET

An Advanced Training Institute on Problems of School Desegregation

Sponsored by: The University of St. Thomas, in cooperation with Texas Southern University, the University of Houston, Prairie View A. & M. College, and Houston Baptist College.

Objectives: The institute aims to help the participants to improve their concepts, attitudes and understanding of desegregation and its relationship to the teacher - learning situation in elementary and junior high schools. This is an in-service program for personnel of the Houston Independent School District who are willing to be assigned to desegregated schools. It is especially designed to develop a cadre of cooperating or critique teachers who will be especially prepared to deal in a creative and meaningful manner with special educational problems occasioned by desegregation.

Program: The program will be developed to provide a laboratory experience for the teachers. Children from the poverty areas of Harris County will be selected on an inter-cultural, inter-racial basis. The teachers will concentrate on supervisory experiences in teaching children basic English, basic mathematics, and human relations education. The participants will work in the classrooms, write verbatims on their experiences, hear lectures from visiting consultants, make home visits, write a case history, occasionally help with transportation, and, participate in a wide range of activities related to this intensive, advanced program.

Who can register? Selected teachers in the Houston Independent School District. The institute is open to qualified applicants regardless of race or creed. A total of 64 participants will be selected. Each participant must be willing to be assigned by the Houston Independent School District to a desegregated school during the coming school year.

When? The institute will run for 4 weeks. The institute begins July 17th and ends August 11th. The typical day will be scheduled from 9:00 A.M. until 3:30 P.M.

Where? The institute will be held on the campus of the University of St. Thomas, 3812 Montrose Blvd., Houston, Texas 77006.

Stipend: $15.00 per institute day. Financing the institute is made possible by a grant from the U. S. Department of Education under Title IV, Section 404, P.L. 88-352.

Dead-line for registration: Friday, June 30th. The selected participants will be notified thereafter.

ABSTRACT

A SPECIAL TRAINING INSTITUTE
ON
PROBLEMS OF SCHOOL DESEGREGATION
FOR
CRITIQUE AND STUDENT TEACHERS IN THE HOUSTON TEXAS AREA

This institute is sponsored by the University of St. Thomas in cooperation with Texas Southern University, the University of Houston, Prairie View A. & M. College and Houston Baptist College.

Director: Mr. James R. Noland

Associate Director: Dr. E. W. Rand

The over-all objective of this institute is to help critique and student teachers from the Houston Texas area to develop knowledge and understandings of desegregation and its relationship to the teacher-learning situation in elementary and secondary schools. A further objective is to provide a cadre of new professional teachers coming into the school system prepared to deal with problems that arise as a result of total desegregation. More specifically, the cooperating universities propose an institute designed to improve the ability of critique teachers to deal meaningfully with special education problems occasioned by desegregation so that they in turn may work creatively with new student teachers under their professional supervision.

The content of the institute will be designed for critique teachers to improve their concepts, attitudes and understandings of desegregation and its relationship to the teaching-learning situation. It also should provide for the improvement of the self-concept of teachers, thereby facilitating more desirable attitudes toward the process of desegregation. Consideration will be given to integration and its related problems in the school and community in an effort to develop desirable attitudes about

it as a community process. Considerable attention will be focused, by the participants on curriculum changes, classroom techniques, resources, and other approaches for improving educational experiences for children in a multi-cultural classroom. Also, attention will be given to the problem of making the necessary adjustments to the teacher education programs of the colleges and universities of Houston and their practice teaching experiences to provide a future flow of teachers adequately prepared to teach in desegregated schools.

In regard to procedures, the institute will be held for 60 teachers - 40 critique teachers and 20 student teachers. Approximately 50% of the participants will be from Negro and Spanish speaking minorities. This institute is designed as an inservice program for personnel who are now or will be assigned to desegregated schools, under the auspices of the co-sponsoring universities - the University of St. Thomas, Texas Southern University, the University of Houston, Prairie View A. & M. College and Houston Baptist College. Children from the poverty areas will be recruited by the Houston-Harris County Economic Opportunity Organization to provide laboratory experience for the participants. Resource persons will address the institute. In addition, there will be group dialogues, sensitivity training, investigation of research findings and writings on the subject.

The institute will begin on July 17, 1967 and will continue until August 11, 1967 with a one day follow-up and evaluation each month during the first semester of the 1967-68 school year.

Typical Daily Schedule

First three hours	Practical classroom activity with students drawn from the Houston Public Schools located in areas of the city where there are significant multi-

	racial representation in the classes. These students will be transported by the Houston-Harris County Economic Opportunity Organization to the university campus.
Fourth hour	Will be seminar presentation by the faculty or by outside consultants on the various problems incident to school desegregation which are identified in the classroom activity.
Fifth hour	Will be small group participation in which the participants will evaluate each day's classroom activity, incorporate the seminar presentation, and plan the next day's activity with the children.
Informal activities	Within each day's program (exclusive of the five hours described above) will be a meal period when participants, staff, and faculty will not only eat together but have an opportunity to exchange ideas on an informal basis. During the summer program a picnic will be planned so that the participant teachers will act as hosts for the children in their classes for a day's informal relaxation to better observe children in bi-racial groups in a recreational activity.

APPENDIX D

LETTERS OF AGREEMENT WITH THE HOGG FOUNDATION FOR MENTAL HEALTH.

1. Dr. Jerry Robinson's proposal to the Hogg Foundation for "seed-money" to initiate the study.
2. Bernice Moore's, Assistant Director of the Hogg Foundation, letter to Dr. W.H. Hinton, President of Houston Baptist College, May 4, 1967.
3. Bernice Moore's letter to Mr. Joseph Zarefsky, Executive Director of the Community Council of Houston, May 4, 1967.
4. An abstract of the "Research Proposal" submitted by Dr. Robinson to the National Institute of Mental Health as a result of work with the institute in the summer of 1967.

COMMENT

It should be noted that although the following proposal in its entirety(as it appears here it has been partially edited) was submitted to the Hogg Foundation for Mental Health, at the University of Texas in Austin, Texas; that foundation provided only $2,750.00 in "seed-money" so that Dr. Robinson could begin data collection and resubmit the overall proposal to the National Institute of Mental Health. Said funding was subsequently used for the administration of Phase Three, described below, in connection with the summer portion of "The Special Training Institute on Problems of School Desegregation" with which this report is concerned.

The two letters here attached outline the agreements and suggestions made by the Hogg Foundation.

Meanwhile, the overall proposal was submitted to and accepted by the National Institute of Mental Health. An abstract of that proposal follows the above mentioned letters. In consequence of said proposal a three year grant has established the Houston Baptist College Research Center (MH-1462201) with Dr. Jerry W. Robinson as its Program Director. A secondary effect of Dr. Robinson's study of "Mental Health of Teachers and School Desegregation" is to provide the participants of last year's program with further follow-up attention. Total support received from NIMH for the three year study amounts to $178,000.00.

AN EVALUATION OF A UNITED STATES DEPARTMENT OF EDUCATION TITLE IV INSTITUTE: AN EMPIRICAL STUDY OF A SHORT-TERM PROGRAM DESIGNED TO IMPLEMENT SCHOOL DESEGREGATION IN HOUSTON, TEXAS

A Research Proposal
Submitted to the Hogg Foundation for Mental Health,
University of Texas
Austin, Texas

by

Jerry W. Robinson, Jr., Ph. D.
Assistant Professor of Sociology
Houston Baptist College

and

James R. Noland, M. A., B. D.
Director of Institutes
University of St. Thomas

Houston, Texas

March 15, 1967

TITLE: AN EVALUATION OF A UNITED STATES DEPARTMENT OF EDUCATION
TITLE IV INSTITUTE: AN EMPIRICAL STUDY OF A SHORT TERM
PROGRAM DESIGNED TO IMPLEMENT SCHOOL DESEGREGATION IN
HOUSTON, TEXAS

I. PROBLEM

The primary problem of this research is to determine if a significant difference can be observed in the attitude and behavior patterns of respondents after they have voluntarily participated in a twelve week institute designed to reduce prejudice and impart the findings of scientific research on race and cultural deprivation. The participants in the institute are elementary and secondary school teachers from metropolitan Houston. The institute has been designed and staffed by professional personnel from local universities and receives financial support from the United States Office of Education.

A. Sub-problem

A sub-problem of the research is to compare the attitude and behavior patterns of the institute participants with a stratified random sample of three hundred teachers from the Houston Independent School District. The sample will be stratified by ethnic groups and race. The purpose of investigation at this level is to determine if institute participants are significantly less prejudiced before entering the institute than a random sample of teachers from the district. Analysis at this level will be of crucial importance in evaluating the present operation of institutes in Houston as well as throughout the nation. The following outline of the various phases of the research project make the problem more explicit.

II. PHASES OF THE STUDY

The research project is divided into four phases: (1) collection of background data from Focus on Achievement schools and from previous institutes on Problems of School Desegregation held in Houston, (2) a survey of demographic, socioeconomic, attitudinal and behavioral characteristics of one hundred eighty teachers upon enrolling in an institute on Problems of School Desegregation, (3) a survey of measurable change, if any, in the attitude and behavior patterns of the institute participants on the last day of the above described institute; and (4) a comparative study between a random sample of three hundred teachers from the Houston Independent School District and the institute participants.

A. Phase One

Extensive data is available from the Focus on Achievement schools in Houston and previous institutes. There is a need for this background data to be compiled, analyzed and published. Available data and lectures offer unique insights concerning the total desegregation problem. Through the technique of content analysis basic findings can be compiled which will serve as primary data in subsequent description, analysis and interpretation of the research problem.

B. Phase Two

The second phase of the study focuses upon the institute participants when they enrolled. On the first day a survey was made of their demographic, socioeconomic, attitudinal and behavioral characteristics. An interview schedule was used to obtain this data. The schedule was administered to all participants in a controlled group situation by the project director. The purpose of phase two is to obtain descriptive data on the participants in order to make comparisons as outlined in phases three and four below. Funds are available from a private source to collect these data.

C. Phase Three

The third phase of the study will focus upon the degree and nature of measurable change, if any, in the attitude and behavior patterns of the institute participants. The interview schedule described above will be administered to all participants on the final day of the institute. The major concern will be: (1) to determine if attitude changes have occurred relative to racial prejudice and/or cultural deprivation and (2) to determine if significant changes can be detected in the behavior of school teachers concerning involvement in community activities, programs related to cultural deprivation, and professional teachers organizations and activities. Involvement will include both overt participation and covert identification.

During the summer of 1967, depth interviews will be conducted with from forty to sixty teachers: twenty white and twenty Negro teachers and twenty student teachers. The interviewees who are already teachers will be selected from the above sample of one hundred eighty respondents. All respondents will be participants in an inservice training institute for personnel who are assigned to desegregated schools. The depth interviews will be taken by a professional interviewer and will be structured so as to obtain factors relative to the etiology of prejudice and anticipated problems of school desegregation. These data should provide additional information for a better understanding of the dynamics in an integrated classroom. Anticipated role conflict and role failure, as well as positive attitude regarding teaching in an integrated classroom will be carefully noted.

An important by-product of participation in the institute program as well as the depth interviewing process will be more effective teaching. Follow-up studies, including visits to schools, will be made of the effect of participation in depth interviewing upon student-teacher relationships. It is anticipated that teachers and student teachers who have discussed racial problems, prejudice and other barriers to classroom dynamics, will be more effective teachers. They should perceive that they are better qualified and more capable teachers in an integrated classroom and experience better acceptance by students. Funding of this proposal would also be a step toward more intensive evaluation of the effect of in depth interviewing as outlined in Phase IV.

D. Phase Four

The final phase of this research will focus upon a stratified random sample of Houston teachers. A social survey will be conducted designed to obtain basic demographic, socioeconomic, attitudinal and behavioral data. Of particular concern will be (1) attitudes which are expressions of prejudice, (2) social participation, (3) community involvement, (4) professional activities, (5) political awareness, (6) social acceptance of ethnic groups and (7) problems encountered in teaching students of another race or ethnic group. Therefore, the interview schedule will include all questions used in the before-after study, as well as other basic questions.

A comparative study will be made between the institute participants, the persons interviewed in depth, and the random sample of three hundred teachers. The researchers suspect that the non-participants will possess much stronger prejudices and have more problems in teaching culturally deprived children. Perhaps insights might be gained to help in designing programs and projects to reduce the barrier of the prejudiced classroom teacher in the implementation of school desegregation. Furthermore, insights might be gained which will aid in developing a cadre of more effective teachers in the Houston Independent School District and in more effective planning by the U. S. Office of Education.

III. RESEARCH DESIGN

A. A Before-After Study with a Control Group

Data is to be collected in the spring of 1967 by administering the same interview schedule twice to one hundred eighty school teachers with a twelve week interval. Funds are available from a private source to collect these data. During this twelve week interval these teachers will be participants in an "Institute on the Problems of School Desegregation" sponsored by Texas Southern University, University of Houston, University of St. Thomas, Prairie View A & M and Houston Baptist College. A stratified random sample of three hundred teachers will be selected and interviewed during the summer of 1968. These respondents will not be participants in any "Institute on the Problems of School Desegregation", and will be treated as the control group in the subsequent statistical analysis.

B. Measures of Involvement

1. Overt involvement: Methods of empirical research will be used to measure the respondent's participation and involvement in the following activities: a. professional teachers associations; b. community action programs; c. social participation; d. social acceptance of other social groups; and e. civic activities.

2. Covert involvement: Research procedures will be used as described below:

   a. Relatively well-known scales of a socio-psychological orientation will be used to measure life chances, alienation, prejudices, authoritarian personality and anticipation of role conflict after total desegregation;

   b. Scales of commitment will be used to measure the individual's psychological identification with his profession and community; and

   c. Indexes will be constructed to measure perceptions and evaluations of community leaders.

C. Analysis of Data

A code will be developed and the data will be analyzed with the use of electronic computers. Computer programs are available for the several statistical techniques and for scaling procedures. An empirical analysis is intended for all appropriate data. It is expected that several publications would come from this research.

IV. NEED FOR THE STUDY

The federal government is spending approximately 19 million dollars in 1967 through the U. S. Department of Education under Title IV, Section 404, of Public Law 88-352, The Civil Right Act of 1964. Projected expenditures for 1968 are 30 million dollars. Part of these funds are used to hold short-term institutes throughout the country to help teachers understand themselves better and to deal with problems of pupil behavior that arise as a result of school desegregation. There is need to test whether these short term institutes are effective and whether they can in fact improve the attitudes of teachers toward faculty and student desegregation. This research is one effort to get at this problem. It is hoped that significant findings can be obtained during this research to critically and constructively evaluate the short term institute program. Funding this research will make available experienced professional personnel for the collection, analysis and reporting of research findings. Future projects growing out of this effort possibly could be funded by the U. S. Office of Education.

This research is significant and needed because it focuses upon the role and problems of the school teacher in the desegregation movement, and because few occupations serve a more vital function to our society. One high ranking administrator has commented that the "biggest problem I face in school desegregation is staffing". This research is needed because it focuses on the specific problems of the teacher and school integration. Findings could be of help in determining policy at the local level.

e Hogg Foundation for Mental Health
THE UNIVERSITY OF TEXAS • AUSTIN, TEXAS 78712

May 4, 1967

Dr. W. H. Hinton, President
Houston Baptist College
7502 Fondren Road
Houston, Texas 77036

Dear Dr. Hinton:

After receiving your letter and the revision of the research proposal presented to us by Dr. Jerry W. Robinson, Jr. and Mr. James R. Noland, it gives us pleasure to approve the request for $2,750.00 for the summer of 1967. This grant is for use in intensive interviewing as described in Phase III of the project proposal, An Evaluation of a United States Department of Education Title IV Institute: An Empirical Study of a Short-Term Program Designed to Implement School Desegregation in Houston, Texas.

We have been assured by Dr. Robinson and Mr. Noland of the immediate applicability of the findings of the proposed depth interviews toward improved teacher-student relationships in public school classes. Their hypotheses indicate that through attendance at the summer institute and through participation in the interview phase of the study, teachers will become more effective in classrooms with multi-ethnic group children, will display less prejudice, and will have learned methods which will ameliorate certain barriers existing between teachers and children of different races. Moreover, the assurance that their findings will be applied to designing action projects which will help reduce tensions between teachers and pupils, and pupils and pupils, was of importance to us in our decision. This project thus directly relates to mental health in schools, which is one of our major concerns.

When a grant is made by the Hogg Foundation, we request a faculty member from a university or staff person from a community agency to serve as our consultant to the project. In this instance, we have requested Mr. Joseph Zarefsky, Executive Director, The Community Council of Houston, to assume this role for us. His consultation services will be furnished to the Houston Baptist College without additional cost. Mr. Zarefsky should be of real assistance to Dr. Robinson and Mr. Noland in their study. He is well versed in the interview technique of inquiry. His vast experience as the Director of the Community Council gives him insights and knowledge which should be unusually helpful to the investigators as they interpret their data for school use. In addition, the relationship of the Community Council of Houston is very close to the schools and utilization of the findings should be enhanced by Mr. Zarefsky's assistance as our representative. We have discussed this with Mr. Zarefsky by telephone. He expressed his appreciation for the opportunity to work more closely with both your institution and with Dr. Robinson and Mr. Noland.

May we request a narrative report at the conclusion of the interviews under our funding describing the findings and their application to actual classroom situations and programs within the schools. In addition, may we request a statement of expenditures at the close of the study from the business manager of the Houston Baptist College.

It is our privilege to have this opportunity to join with a new higher educational institution in the state in a worthwhile undertaking. We send every good wish to you, Dr. Robinson, and Mr. Noland for the final approval of your long range study application now being considered by the National Institute for Mental Health. We hope we shall have the pleasure of meeting the three of you in the not too distant future.

Cordially yours,

Robert L. Sutherland
Director

Bernice Milburn Moore
Assistant to the Director
for Community Programs

RLS/BMM/cb

cc: Dr. Jerry W. Robinson, Jr., Houston Baptist College
Mr. James R. Noland, Houston Protestant Charities
Mr. Joseph Zarefsky, Community Council of Houston

e Hogg Foundation for Mental Health
THE UNIVERSITY OF TEXAS • AUSTIN, TEXAS 78712

May 4, 1967

Mr. Joseph Zarefsky, Executive Director
Community Council of Houston
215 Main Street
Houston, Texas 77002

Dear Mr. Zarefsky:

May we confirm with you our request by telephone that you serve as consultant for the Hogg Foundation for Mental Health for a project with the Houston Baptist College? This project is a distinctive phase of a much larger and extensive study designed under the title: An Evaluation of a United States Department of Education Title IV Institute: An Empirical Study of a Short-Term Program Designed to Implement School Desegregation in Houston, Texas. The summer study with which we are concerned is a series of intensive interviews with some forty to sixty teachers and student teachers. These will have attended a twelve-week institute designed to reduce prejudice and improve teaching with children of different races, ethnic groups, and of varied degrees of social and cultural deprivation. We are requesting Dr. Jerry Robinson, Jr., study director, to send you a copy of the design for the total study. Funds have been requested from the National Institute for Mental Health for its funding over a period of from three to five years.

Your responsibilities will be to assist the research team, as they request, in the interview aspects of the study. Also, your vast knowledge and that of the Community Council of Houston will be of inestimable value in interpretation of the findings from these interviews. It is the hope of the study directors that information from these interviews may be put to immediate use with teachers in multi-ethnic group classrooms. From these, projects will be instigated to assist in the alleviation of prejudice both on the part of teachers and pupils. Through an enhanced understanding of cultural differences and actual classroom procedures, it is anticipated that a climate will be developed where children and teachers may learn together, and from each other, no matter the differences in culture, socio-economic backgrounds, and race or ethnic groupings.

The Hogg Foundation for Mental Health will assume financial responsibility for your consultation services at the rate of $100.00 per day or the number of hours equivalent to a day. These funds will be transmitted, as you have requested, to the Community Council of Houston for your consultation services.

We know the study of Dr. Robinson and Mr. Noland will be enhanced by your consultation with them. We know also that the Community Council of Houston will gain through its consultation to the Houston Baptist College in the development of this important study. May we thank you and your Board of Directors for willingness to work with the Hogg Foundation on this project which should have wide significance for our region.

Cordially yours,

Robert L. Sutherland
Director

Bernice Milburn Moore
Assistant to the Director
for Community Programs

RLS/BMM/cb

enclosure

cc: Dr. W. H. Hinton, President, Houston Baptist College
Dr. Jerry Robinson, Jr., Houston Baptist College
Mr. James R. Noland, Houston Protestant Charities

A RESEARCH PROPOSAL:

"The Mental Health of Teacher and School Desegregation"

I. Basic Hypothesis - The hypothesis is that teachers who participate in the institutes will: (1) become effective in the classrooms with multi-ethnic groups of children by display of less prejudice; (2) be more sensitive to the needs and problems of all children; (3) possess a greater degree of professional and community commitment; and (4) learn methods of coping more adequately with psychological barriers existing between teachers, children, and parents of different races.

II. Objectives of the Proposed Work - The first objective is to determine the attitudes toward and involvement in school desegregation, professional, and community activities for 180 teachers who were volunteer participants in the institute on problems of school desegregation.

The second objective is to determine the direction of change, if any, which has occurred in attitudes and behavior as the result of participation in the institute.

The third objective is to determine the attitudes toward and involvement in school desegregation, professional, and community activities for a random sample of 200 teachers who were not institute participants. The sample will be stratified by race and/or ethnic groups.

The fourth objective is to compare the findings derived from comparative analysis of the non-institute participants with the participants to evaluate the special training institute on problems of school desegregation sponsored by the U. S. Office of Education.

The fifth and primary objective is to investigate teacher-student relationships in the classroom situation. Analysis will focus upon racial prejudice, degrees of acceptance and adjustment, student achievement, role conflict and role failure, the teachers' self-image and related variables of mental health. Comparisons will be made among teachers with varying degrees of inservice training to determine if those teachers who have had advanced inservice training will be significantly superior teachers in the desegregated classroom. The goal here is to determine if teachers experience a more favorable response from their students as level of inservice training on problems of school desegregation increases.

The sixth objective is to gain a better understanding of mental health problems of teachers with relevance to school desegregation -- problems, such as emotional stress over: a) conflicting values, b) conflicting attitudes, and c) conflicting pressures from the community, the school administration, peers, parents and students.

III. Significance of the Problem - The need for basic research on the teacher's mental health in the desegregated classroom is seen against a background of revolutionary factors hastening the decline of the primary group-oriented community. The decreasing influence of the family, church, and primary work groups emphasizes the significance of the educational system. These are the groups which socialize youth and promise social order and personal stability.

There is a growing concern today on the part of the general public and opinion leaders from all walks of life for the preservation and development of good schools. This concern is expressed by the public's interest in the community school and the strength of the integration controversy at the local level. Many people are involved. For example, in Houston there are 249 schools with over 231,000 pupils. The fact that such a large proportion of the population interacts with teachers on a daily basis emphasizes the significance of teachers as community opinion leaders. If the teacher is in harmony with what he or she is requested to do regarding desegregation, then perhaps he or she will experience less conflict and ambivalence and be able to relate more warmly and genuinely to students and peers than one whose attitude was not in fidelity with what the role requires.

The federal government is spending approximately 19 million dollars in 1967 through the U. S. Department of Education under Title IV, Section 404, of public Law 88-352, The Civil Rights Act of 1964. Projected expenditures for 1968 are 30 million dollars. Part of these funds are used to hold short-term institutes throughout the country to help teachers understand themselves better and to deal with problems of pupil behavior that arise as a result of school desegregation. There is need to test whether these short-term institutes are effective and whether they can in fact improve the attitude of teachers toward faculty and student desegregation. No serious evaluation of the effectiveness of these institute programs has been made. From this proposed research, findings can be obtained to evaluate critically and constructively the short-term institute program.

Finally, this research is significant and needed because it focuses upon the role and problems of the school teacher in the desegregation movement and because few occupations serve a more vital function to our society. One high ranking administrator has commented that the major problem he faces with school desegregation is staffing. Findings of the proposed study could be of help in establishing policy at the local and national level. The research context should provide rich and extensive data in which theoretical and speculative thinking may be developed and fed back into institute programs and schools in stress throughout the country. A basic assumption is that careful analysis of the school teachers' attitude and behavior patterns -- their socio-psychological characteristics -- is essential (1) for the understanding of the social forces which condition the classroom situation and contribute to good mental health or to the prevention of mental illness and (2) for designing more effective programs in mental health and related fields.

IV. Conceptual Framework - The dependent variable in this study design is the mental health of the teacher in the light of the demands resulting from school desegregation. In the final phase of the study the sample cases will be seen in dynamic perspective and will be compared for: (1) the state of mental health and/or the individual's general socio-psychological orientation toward school desegregation; (2) the degree of inservice training designed to prepare the teacher to work more efficiently and realistically in the integrated classroom; (3) the level of community and professional identification and involvement; and (4) the type of response or acceptance which teachers received from the pupils in their classrooms. This fourth variable suggests the basic design of the study; The "mental health of the teacher" which conditions, modifies and intervenes between the social structure and the response of the student.

Graphically the relationship may be seen as follows:

Community relevant socio-cultural factors regarding school desegregation → General mental health of the teacher → Type of acceptance or pupils

It is assumed, of course, that there are other significant social and psychological factors than those termed "community relevant" and, that in addition to the socio-cultural factors, there are highly important biological and psychological factors which are beyond the scope of this analysis. However, the conceptual framework will provide additional insight into the many problems, both personal and of a community nature, which teachers are confronted with in relation to the stress encountered in the multi-ethnic or bi-racial classroom. Throughout the entire research process, sessions for evaluation and reassessment will be held. The entire research staff and selected consultants will participate in these sessions.

DEVELOPMENT OF THE RESEARCH PROJECT AND PHASES OF OPERATION BY SOURCES OF FUNDS

PREVIOUS SUPPORT

Development of Project	Phases of Operation		
	Phase One: 1968	Phase Two: 1969	Phase Three: 1970
U. S. Office of Education - Funds for five institutes in Houston affecting over 600 teachers and involving approximately $264,802, 1966-1967. Houston Baptist College - Funds for preparation of interview schedule for before-after study of institute participants, 1967 - $500.00. Hogg Foundation for Mental Health, University of Texas, "Seed Money" grant for development of the research project, 1967 - $2,750.00. Houston-Harris County Economic Opportunity Organization - Funds for pretesting experience with children from poverty areas, 1967 - $5,560.00	Step A: Compile background information on previous institutes Step B: Process data for before-after study of 180 institute participants Step C: (1) Conduct field work and collect data on 200 teachers who are non-institute participants (2) Begin comparative study between the 180 institute participants and the 200 non-participants	Continue analysis and interpretation of data collected during development and Phase One Step A: Conduct follow-up depth interviews with 160 teachers as follows: (1) 40 non-institute participants (2) 40 institute participants who did not receive advanced sensitivity training (3) 40 who received advanced sensitivity training (4) 40 who participated in the advanced inservice institute and depth interviewing, Summer, 1967 Step B: Conduct field work to determine response of children to teachers with varying degrees of sensitivity and/or inservice training. (A sample of 400 children is proposed)	A. Analysis of Data B. Interpretation of Findings C. Preparation of articles, bulletins, monographs, and final research report.

APPENDIX E

CRITICAL "FEED-BACK" FROM THE TEACHERS AT THE END OF THE FOLLOW-UP SESSION DECEMBER, 1967

(Included are those materials
dealing with the language arts
sections, as an example of the
kind of feed-back obtained.)

1. Mr. Noland's letter to the faculty, December 5, 1967.
2. "Objectives", by Dr. Alma Malone.
3. "Achievements", by Varie Carrington.
4. "Critique", by Carol James.

UNIVERSITY OF ST. THOMAS

BASILIAN FATHERS

3812 MONTROSE BOULEVARD
HOUSTON, TEXAS 77006

December 5, 1967

Dr. Alma Malone
Director of Elementary Education
Houston Baptist College
7502 Fondren
Houston, Texas

Dear Dr. Malone:

In view of the fact that there are only two more Saturday sessions, December 9th and 16th, some attention should be given to the process of "summing up" the Fall Follow-up Program. All of the morning and part of the afternoon December 16th is already committed to the children's picnic and a tour of MacGregor Elementary School's new "closed circuit" T.V. system by the teachers, leaving only the last 60 to 90 minutes of that day available for this important task. The imposition of such brevity by our schedule may be used to our advantage, rather than our disadvantage, however; if an interesting but concise climax can be planned that will have a conclusive effect on the teachers, leaving them with the impression, so to speak, that "this is what the program was really for" and "this is how it may have succeeded".

Based on the assumption that this is the most advantageous route available to us, we would like it to be presented in such a way that it will constitute a partial evaluation of the program by the participants as well as the teachers.

Each section will be discussed separately; therefore, approximately 20-25 minutes will be set aside for the Language Arts Program. During those 20 minutes four people should speak. First, one of the faculty members, either Mr. Sweatt or yourself, should outline the goals towards which the Language Arts Program was aimed, explaining not the achievements of, but the guidelines for your section's program as it was originally planned earlier this year. Secondly, one of the Language Arts teachers will criticize the Language Arts Program by pinpointing the areas where it fell short of its goal and in which it could have been more successful. Thirdly, another Language Arts teacher will evaluate the accomplishments of the program; and lastly, the other faculty member, either Mr. Sweatt or yourself, will summarize the achievements of the sessions with specific reference to the guidelines that were originally stated.

For such a session constructive criticism will be as greatly appreciated as succinct observations and poignant conclusions. The final result should be a mixture of all three coming from both the faculty member and the participating teachers. For many reasons success hinges on good planning and well written reports.

1) Before next Saturday, December 9, you should contact Mr. Sweatt (RI7 1233) and together with him decide which of you will present the "guidelines" and which the "summary of accomplishments".

2) By next Saturday, December 9, you should have five (5) copies of your speech prepared (approximately 2 typed pages) so you can deliver it in your sectional meeting on Saturday, December 9.

3) Within your section on December 9, the teachers will be asked to react to both speeches and two teachers should be asked to volunteer for the next Saturday's general program. Remember to keep in mind that constructive criticism is highly desirable, when you and Mr. Sweatt choose the two volunteers. Make sure that each understands his specific role, whether he will criticize the program's drawbacks or outline its achievements and ask both teachers to prepare typed copies of their addresses before the next session. The two teachers should be given copies of both of the faculty members' addresses. Two other copies should be turned in to Paul Speck.

4) Two faculty members and two teachers from each section will present their addresses on the afternoon of December 16, in a general session at MacGregor Elementary School. Typed copies of the teachers speeches should be handed in to Paul Speck.

If this summation is successful it will provide us with a comprehensive wrap-up as well as a body of written material that will prove useful in our final report.

Please take time to insure the program's success.

Gratefully yours,

James R. Noland
Director

JRN/pss

A. Objectives For The Language Arts Area

(By Dr. Alma Malone, faculty member)

The Language Arts program continued throughout the entire day, but formal instruction in the Language Arts with major emphasis on reading was given during the first hour of the day.

Since one of the best ways to make reading materials more meaningful is to associate them with firsthand experiences, the experiences and oral vocabulary of the children were used as the basis for constructing and directing the reading program. These experiences were recorded on charts, sentence strips and flash cards, and repeated in various ways until the words were thoroughly familiar and their meaning mastered. Further familiarity with words was given through drill on the varied word attack skills: phonics, configuration, structural analysis, context and dictionary skills. Objects and pictures were widely used.

The most significant single factor in determining the success of efforts with the children was the teacher. In order to achieve the specific objectives of the Language Arts program, the major responsibility of the teacher was to provide a classroom atmosphere in which success, security, understanding, mutual respect and opportunity to learn were all-pervading. In this type of learning situation, the teacher was prepared in most cases to direct the children's development in such a way that their social and emotional life, as well as their intellectual attainment, yielded the maximum in human values.

1. Objectives of the Program for the Teacher:

    a. to provide an atmosphere of freedom which would allow teachers to have a better understanding of themselves as teachers:

    b. to provide situations in which the Language Arts team member would develop an understanding of the importance of a child's language to him;

    c. to gain knowledge of the language structure of other races and social classes:

    d. to enable teachers to see other teachers as individuals and to appreciate the contribution each make to the Language Arts Program;

    e. to reveal to teachers how the acquisition of communicative skills depend largely on maturation and social climate; and

    f. to give the teachers a better understanding of how an acquisition of the communicative skills help in the maturing process and serve as motivation itself for further learning.

2. Objectives of the Language Arts Program for the Child:

   a. to discover and utilize the vocabulary of the disadvantaged child in extending his skills in reading;

   b. to acquaint the disadvantaged child with many materials of interest;

   c. to help each child in developing a satisfying and appropriate ideal of self;

   d. to discover individual needs of children in the Language Arts area and to meet as nearly as possible these needs;

   e. to provide for the classroom atmosphere in which success, security, understanding, mutual respect and opportunities to learn pervade; and

   f. to develop desirable attitudes on the part of pupils toward the integrated classroom.

B. Achievements of the Language Arts Area

(By Varie C. Carrington, participant)

The Language Arts area is one of the most commonly known and widely accepted channels for effective learning; yet, it is one of the most difficult to gain entrance to or approach. Some important keys to this massive achievement are: the patience of Job, bulldog tenacity and much tender loving care, as the child's world gradually unfolds before him when his day to day experiences become a vital and meaningful part of his total experience.

In view of the objectives set forth for the Language Arts area, we wish to discuss a few of the apparent achievements or outcomes of these sessions during the summer and fall of 1967.

1. Development of Mutual Understanding Among Children.

   We feel that this achievement was basic and was a forerunner to the rest because understanding paved the way to other successes. Without it we stand very little chance of reaching the child. We must get to know him and his problems before any effective two-way communication can be reached.

2. Extension of the Child's Vocabulary

   With the establishment of mutual understanding we can still hope only meager gains until the child's vocabulary has been sufficiently enlarged to meet the demands of his new experiential environment.

3. Creation of Inner Satisfaction from Experiencing Success for the First Time in the Lives of Many of These Children

   The child with an outgoing personality usually takes success in his stride when other contributing factors have been adequately provided. But for the shy, undernourished and underprivileged one it takes a lot of urging, coaxing and gentleness to even set the stage of learning. We feel that these Language Arts experiences were invaluable in planting the seeds of self accomplishment and satisfaction, both educationally and socially, in these children.

4. Improvement of Self Concepts

   This, we feel, needs little explanation. The physical expressions of the participants are the best indicators. Those of us who have worked with them throughout have a fairly clear "before and after" mental picture of a steady growth in self concept.

5. Achievement of Success Through Adequate and Careful Planning Design

   Careful planning is about 50% of the success of any undertaking. So, to the careful planning and far-sightedness of the planners of the series we are grateful and owe much for any measure of success achieved.

6. Demonstration of What Can Be Achieved When Given Freedom to Teach

   Here freedom does not imply sheer laxity and looseness. By freedom we mean genuine and goal-seeking efforts directed toward planning and presenting suitable materials, methods and activities in a unified and effective manner. The crux of this "freedom to teach" atmosphere involves an honest evaluation of results. That is what we are attempting to do today by re-examining what we have tried to accomplish in these meetings.

7. Demonstration of Ability to See How Learning Itself is Motivation

   So much has been said and written about motivation and its importance to the learning process. We just wish to emphasize that unless the child is motivated to believe in himself and is made to feel the need for this activity or work, little effective learning takes place.

8. Improvement of Self Expression Was Accomplished

   This achievement was quite evident and, we feel, needs no explanation.

9. Challenge and Improvement of Teacher-Child Relationship

   This achievement is closely related to #1 (Mutual Understanding). If this line of communication is not established early in the game there is little need to proceed. However, with this line open we can envision hope, challenge and success.

10. Provision For Proper Management and Minimized Disciplinary Problems by Controlled Group Sizes

Experimentation with the correlation of success between large group sizes and small group sizes has been (and will continue to be) the subject of research and discussion throughout the years. We feel safe in concluding that there is a distinct relationship here. We also conclude that -- all things being equal (environment, teacher planning, interest, etc.) smaller group sizes yield far more satisfying and effective results.

Finally, we feel that we have achieved some worthwhile goals and accomplishments through the Language Arts experiences. Some are concrete and visible. But, to me, the intangibles (expressions on the face of the child who has achieved, the bright smile that replaced a frown or worried look, and others like these) are the lasting ones that will make or break the child's will to survive in life and live and communicate successfully with others as he approaches each succeeding level of maturity.

C. A Constructive Critique of Summer and Fall Language Arts Programs

(By Carol James, participant)

In order to set up a critique which might be of value the outcomes of the institute must be looked at in a superimposed pattern over the objectives of the program. These objectives were developed in two spheres, desired achievements for the teachers and desired achievements for the children. This critique will follow basically the same structure.

One of the objectives for the teachers of the language arts program was, in essence, to gain an understanding and knowledge of other races. The racial balance of the teams of teachers was controlled and the success of the teams was outstanding. However, the racial balance between the children was lacking, more so this fall than this summer. The teachers were then denied the opportunities to observe and learn from the basic ways racial variances can affect the student-teacher, student-student and teacher-teacher relationships when the different races work together.

At times a few teachers expressed the feeling that a lack of understanding existed as to the specific duties of each member of a team. The question arises as to whether this was a problem of an individual, a problem of a team of teachers, or a problem of the institute. The answer can probably be found in each of the three areas. However, a detailed plan of attack might have helped these difficulties. Such a plan might have included, making sure each member of the group understood and had in his hands the goals he hopes to achieve both general (all three area groups together) and specific instruction in team teaching techniques and individual guidance where help is needed in adapting to this means of instruction.

In general the success of this program for the children was outstanding. The two major criticisms concern the mechanics of the institute rather than the teaching procedures. The fall institute seemed disorganized when compared with the summer and the groups of the fall institute were unstable. Both of these criticisms may fall into clearer perspective when it is considered that the summer institute was held every day and a continuity was easier to develop. This fall there was a full week between sessions and a singular line of continuity was next to impossible to develop. Many times there would only be three pupils in a group, sometimes even less. A group of this size is too small to practice team teaching and its various ramifications. A one-to-one relationship put the program on a strictly tutorial basis which virtually ignores the interaction needed to achieve some of the objectives. Perhaps a three-to-one (three pupils to one teacher) would have been better.

This last point is not a criticism but a suggestion. The institute teachers' lack of background knowledge of the students' backgrounds hampered some of her efforts to help her students. This did not occur in instructional areas because an experienced teacher doesn't have to spend long with a child to understand where he is and what he needs in these areas, but in the area of personality problems or traits and environment insight is harder to gain and the teacher needs more substantive knowledge to work with. This might come from conferences with the child's regular teacher, school records or home visits.

To ask one to criticize a program that has helped so many in so many ways and this individual in ways that would be impossible to communicate, is a strain. The only salvation comes in looking at these criticisms in the light that every sincere teacher looks at a good lesson. What changes would have made this lesson better?

APPENDIX F

NEWS COVERAGE

(the following news coverage is included in this report because the director feels that such articles play immeasurable roles in "bringing the community along" with the participants; thus multiplying the effects of the program.)

1. News Articles (The Houston Post, The Houston Chronicle)
2. Feature Articles (Texas Catholic Herald)
3. Publications (Congressional Record, The Catholic School Journal)

Pre-institute News Releases

The Houston Post

60 Teachers to Study School Race Problems

Sixty public schoolteachers will study problems of desegregated schools by teaching 200 underprivileged Houston children this summer.

The teachers, most from Houston, will participate in an institute at the University of St. Thomas July 17-Aug. 11 financed by the U.S. Office of Education.

"We are trying to teach them how to work together with Negro and white children," said Dr. E. W. Rand, assistant director of the institute. "We are also trying to introduce them to some of the problems of underprivileged children."

Dr. Rand is director of teacher education and certification at Texas Southern University. Director of the summer institute is James Nolan, a sociology professor at St. Thomas.

Two types of teachers will participate. About 40 are teacher-supervisors from the Houston public schools. The others are student teachers from Houston colleges and Prairie View A&M who will begin teaching in public schools in September.

"Any teacher who takes this course must be willing to teach in a desegregated school," Dr. Rand said.

Their students will be Negro and white elementary grade children chosen from several low-income areas by the Office of Economic Opportunity.

The teachers will train the children in remedial subjects and mathematics.

Participating teachers will receive $75 a week.

Educators from the University of Houston, Houston Baptist College and Prairie View will aid in training the teachers.

The Houston Chronicle

St. Thomas Gets Race Study Grant

Chronicle Washington Bureau

Washington—The U.S. Office of Education has approved a $46,721 grant to the University of St. Thomas in Houston for a program to help teachers cope with problems caused by school integration, Rep. George Bush of Houston announced today.

A lab school will be established at the university where 60 teachers and 20 student teachers will take part in the program. Techniques of working with integrated Negro and white children will be studied.

The Houston Chronicle
(Sunday, July 23, 1967)

HOUSTON CHRONICLE
Page 2, Section 3

Teachers, Students Learn Life in Integrated Classes

BY SARALEE TIEDE
Chronicle Reporter

How should a Negro teacher react when her white pupil calls her "nigger?"

It hasn't happened yet at the School Desegregation Institute at St. Thomas University but teachers are prepared to be understanding if it does.

Likewise, white teachers realize their friendliness may meet icy silence from Negro children who fear and resent their presence.

The purpose of the four-week workshop is to prepare teachers for the role they will play this fall in desegregated classrooms.

There are faculty members from five local colleges, but the real instructors at the institute are 200 children from Houston's public housing units.

The children are brought by bus for three hours of language and mathematics tutoring each day. They don't realize that their reactions to the integrated classrooms are observed carefully by their teachers.

The children are in grades 4 to 6 because at that age children are conscious of color and already attuned to their parents' prejudices, said Dr. James R. Noland, institute director and executive director of Protestant Charities.

Teachers learn to convey lessons in human relations by their own example and by gently encouraging children to work and play together, he said.

"Children have no axes to grind," said Wendell Sweatt, assistant principal at T. E. Whidby School and institute instructor. "Most of their disagreements aren't racial, but they can get that way if a teacher isn't prepared."

Special Help

Teachers must face the fact that Negro children, often a product of inferior schools, may be as much as a year behind their white counterparts, Dr. Noland said.

They need special help, yet they must not be made to feel inferior, he added.

One faculty member, Victor Driscoll, principal of H. F. MacGregor School, has a solution. "Make each child feel successful," he said. "A child who feels left behind will either get rebellious or drop out."

All 60 teachers enrolled in the institute will teach in integrated schools this fall. Forty are experienced teachers who also will train student teachers. The others just finished college.

The institute is financed by $46,000 from the U.S. Office of Education, $5600 from the Harris County Community Action Assn. and $3000 from the Hogg Foundation.

Teachers also are visiting the children's homes and attending lectures on various aspects of integration.

"We know that teachers can make the transition from a segregated classroom to an integrated one smooth and effective," said Dr. Noland. "We want to prepare a cadre of teachers who understand the problems they may encounter."

Photo by William D. Kesler, Chronicle Staff

MISS MARY ROBERTS ASSISTS DANA GORDON, 11

Students Do the Teaching in This Unusual Summer School

Students Learn, Too

60 Teachers Practice Desegregation

By NANCY VAN CLEAVE
Post Reporter

The symptoms of racial bigotry are said to take years to develop. Inoculations are being given now at the University of Saint Thomas.

The serum used is the four-week Institute on School Desegregation which ends Friday. With funds from the U. S. Department of Health, Education and Welfare the institute buses 200 fourth, fifth and sixth graders of different ethnic backgrounds to Saint Thomas for classes in language arts, mathematics and human relations.

HALF OF THE children are Negro, a fourth are Latin-American and a fourth are Anglo-American.

The primary objective of the program is to prepare the 60-member faculty for the problems they will face when they begin teaching in desegregated schools in Harris County this fall.

"The problems we expected to crop up between the kids just didn't," Jim Noland, head of Protestant Charities and director of the institute, said. "Racial prejudice seems to begin around the sixth grade."

ONE OBSERVER noted that the only problems have been among the teachers. "When one teacher thinks another is not enthusiastic or hard-working enough, he's likely to make a racial rather than an individual judgment," he said.

Three teachers are assigned to a class of from nine to 14 students. The classes were decided according to scores on the scholastic test given at the beginning of the program.

There are no texts. The curriculum is worked out by teachers and students. One teacher began with a story about her parakeet. Students were invited to give accounts of their pets. The stories were taped and later mimeographed and given back to the class. From the pages of their stories a vocabulary list and dictionary developed.

FATHER JAMES MURRAY a district director of Protestant Charities, thinks the success of the institute "should explode the myth that Negro children or any other children don't want to learn."

"Kids who have missed the buses have walked over here to get to class," he said. "We have kids come here every day who want to join the program but we don't have room for them."

The highlight of the program's third week was a talent show in the university's Jones Hall. Every class presented its own act.

"THAT RIOT going on in there," said Victor Driscoll, member of the institute's faculty, "is enthusiasm in a loose package."

The $46,721.00 grant for the institute was awarded to Saint Thomas on a proposal prepared by the university in cooperation with Texas Southern University, Houston Baptist College, Prairie View A and M and the University of Houston.

Director Noland says the program is the first in the country "to use a laboratory situation to help teachers learn about the educational problems related to desegregation."

"OUR TIMING was perfect in view of the March decision of the U. S. Fifth Circuit Court of Appeals," Noland said. "That decision required all Southern schools to desegregate their faculties this fall and we now have 60 teachers who will be able to act as leaders in the desegregated schools."

Ninety per cent of these teachers will be teaching in the Houston Independent School District.

The institute began its work on July 14—Bastille Day. Evaluation of the program won't be completed until January, 1968, but the institute's faculty believes they've successfully sieged a much older fortress than La Bastille.

LUNCH AT SAINT THOMAS IS PART OF PROGRAM
Kids Who Missed Institute's Buses Walked to Class
—Post Photo

Desegregation institute

By DAVID D. DOLIN
Herald Education Writer

If any good is to come out of the Special Training Institute on Problems of School Desegregation it may well be the teachers' memory of the month during which "We were allowed to teach."

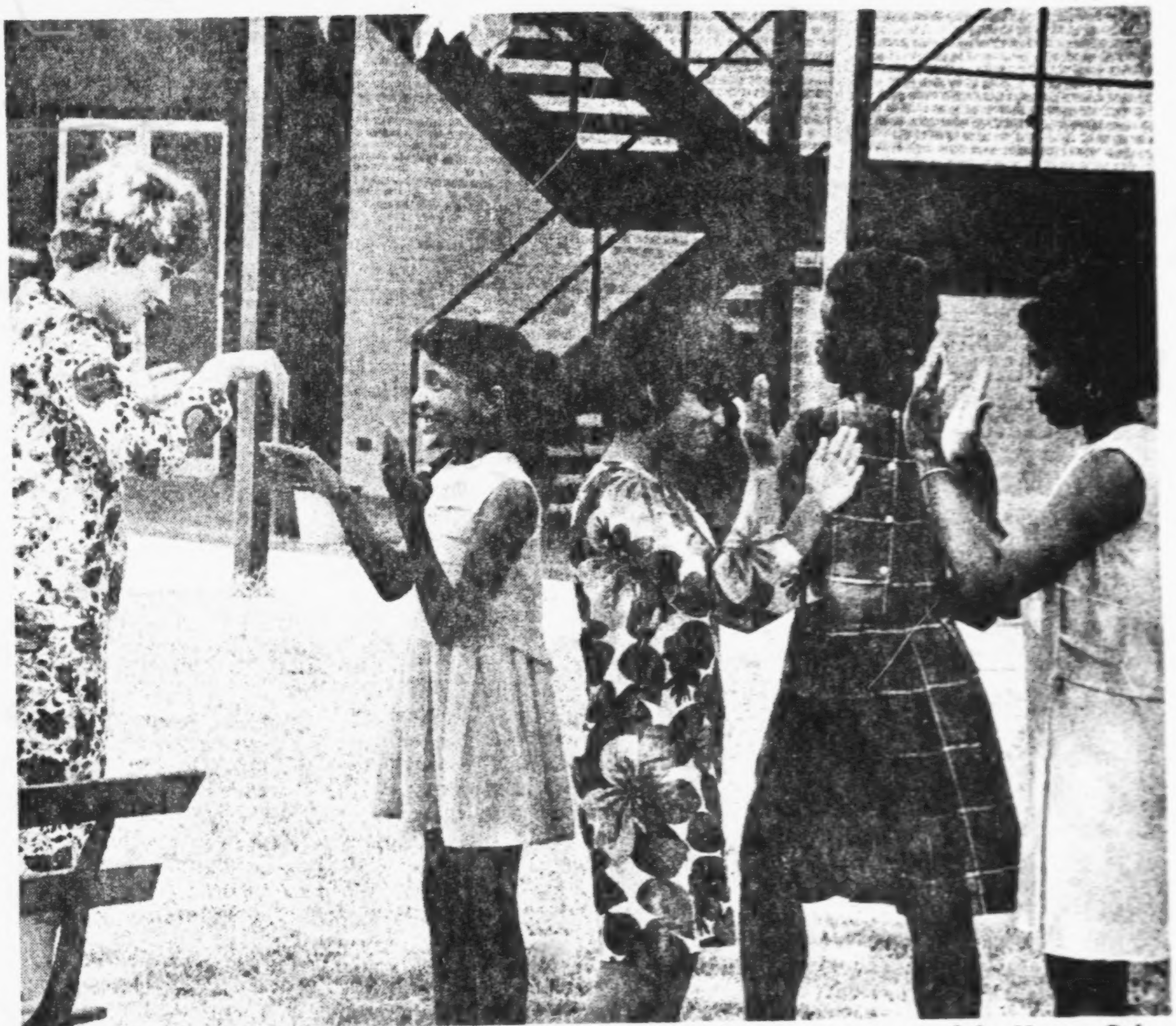
CONDUCTED AT the University of St. Thomas from July 17 through August 11, the institute is a joint program sponsored by U.S.T., Texas Southern University, the University of Houston, Prairie View A. and M. College and Houston Baptist College.

The objective of the program is to "help critique teachers and student teachers from the Houston area to develop knowledge and understanding of desegregation and its relationship to the teacher-learning situation in elementary and secondary schools."

A further objective is "to provide a cadre of new professional teachers coming into the school system prepared to deal with problems that arise as a result of total desegregation."

To create the situation in which teachers could learn how to deal with the problems they may encounter in a totally desegregated system, 40 experienced or "critique" teachers and 20 new teachers, all having indicated they would accept positions in desegregated schools, were recruited to spend three hours a day in a classroom situation with children from four poverty areas of the city. There was one teacher for three to four pupils.

IN ADDITION to the actual classroom experience, the teachers joined in small groups for an exchange of their experiences. There was also counseling of the teachers by the faculty of the institute made up of specialists from the sponsoring universities and colleges.



GAMES AS WELL as the orderly lining up to receive refreshments were part of the Human Relations segment of the institute. It was the intent of the program to help the children better organize themselves.

The idea for the institute grew out of a court order which will desegregate the Houston Independent School District on a freedom of choice method in September.

To meet this situation it was decided by the proponents of the institute that two things had to be accomplished. One, there was the need to "improve the skills of the teachers in the area to take advantage of the increased cultural exchange in their classes; and two, there was the need to improve teacher training programs of the colleges and universities of Houston and the student-teacher programs to take advantage of this same classroom situation."

Two other areas were also investigated. These included necessary curriculum changes growing out of the diversity of the student population, and investigation into the use of multi-ethnical teaching materials in the classroom.

Because of the comprehensive coverage of this article, copies were requested by, donated to and distributed among all of the participants for the summer portion of the institute, including the staff, the participant teachers and the students. Complements of the Texas Catholic Herald.

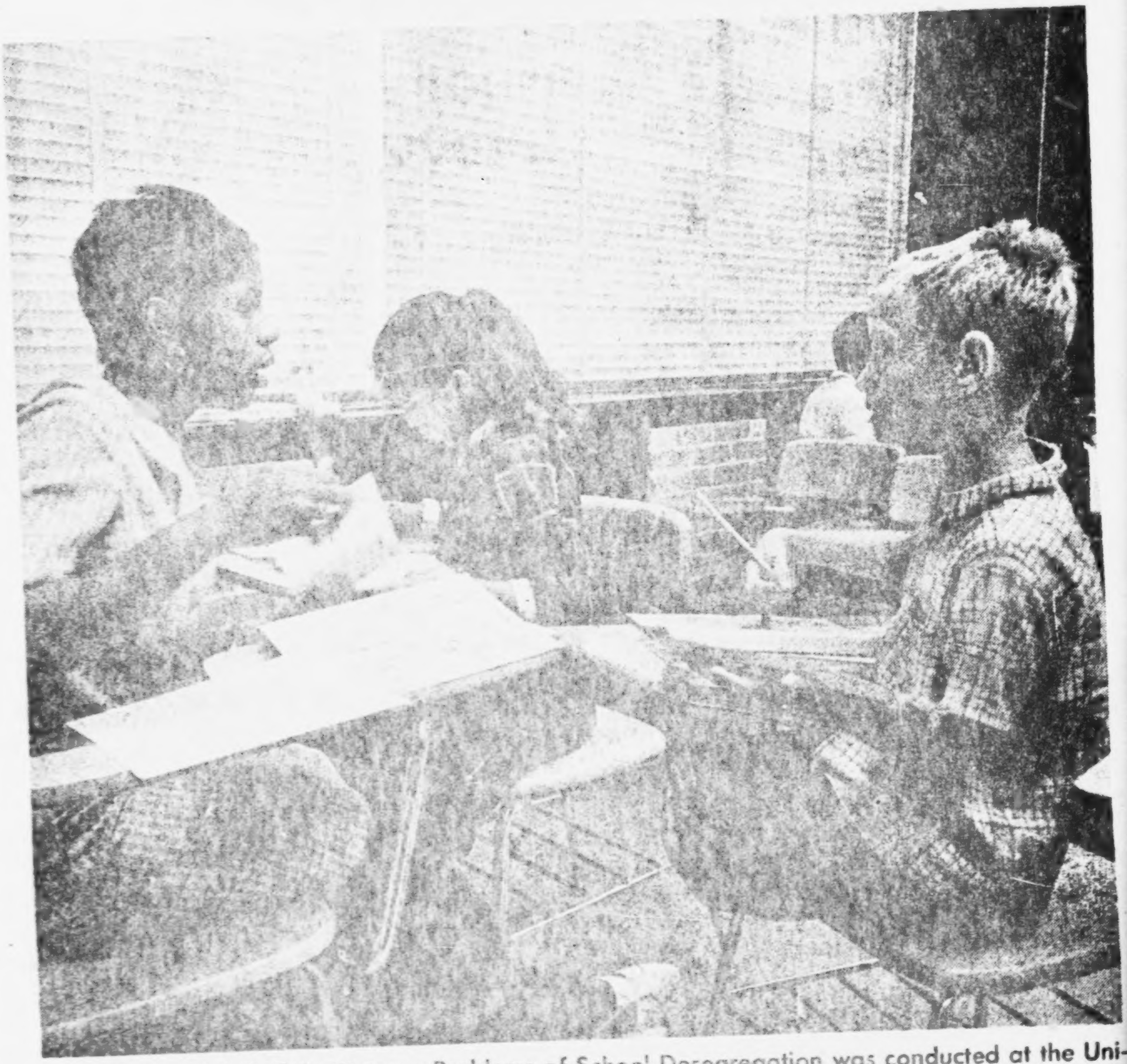
ONE OF THE last mentioned needs in the proposal was that of the "intensive involvement of teachers in the study of the factors related to pupil behavior and their relationship to the teacher-learning situation, and how this may be treated or dealt with to enable all pupils to profit most in their school work" as the schools become more and more desegregated.

This last area was for those conducting the institute one of the most informative areas to be studied. Dr. Earl Rand, associate director of the institute and director of teacher education and certification at Texas Southern University, said, "As may be expected in any new situation, there has been a small amount of interracial tension."

Dr. Rand continued, "Something must be said about the organization of these children. There were behavior problems. This has been overcome by [illegible] teachers."

Explaining the situation, Dr. John Creswell of the University of Houston said, "Teachers have had to deal with 30 children a day. For years the slow learners have gotten behind, they have not had individual attention. Here we are making it possible to use new materials for small groups. The children are getting the attention they need."

Dr. Creswell continued, "Now Johnny has broken through, He has had a new experience. He knows that someone cares." He added, "We have had to change the attitude from the negative to the positive 'I want to learn.' "



A SPECIAL TRAINING Institute on Problems of School Desegregation was conducted at the University of St. Thomas from July 17 through Aug. 11. Sponsored by five area colleges and universities, the program was designed to discover possible problem areas to be encountered by teachers and students in a totally desegregated classroom situation. Additional pictures and story on page 3.

Photo by Frank Grizzaffi

teachers assess project

IN THIS changing of attitudes the teachers' ability to teach was brought out. Dr. Alma Malone, associate professor of education psychology at Houston Baptist College, said, "We had to allow the child to experience success."

This was done in a variety of methods principally in the language arts program. Dr. Malone explained, "In this program we have tried to develop a dynamic group experience. The youngster's ideas are listened to. He comes to see the teacher as a friend. What we attempted to do was build a program from the child rather than impose a program upon him. We drew words from him and used these words to create sentences and then whole stories. It all belonged to the children. They experienced success."

One of the main problems which the faculty of the institute encountered was that of a language barrier among the ethnic groups. Father James Murray of Protestant Charities recounted, "A white teacher was trying to get a predominantly Negro class to take their afternoon nap. She would tell them to 'Lay your heads on the table.' She received no response until she was told to tell them, 'Go to sleep.' "

IT WAS FOR this reason that the institute used a language program of building from the oral experience of the child, to vocabulary, to concepts.

This method was also used in the hour a day given to mathematics. Dr. Creswell said, "We also found that the language barrier was present in the teaching of math. We had to find where the child was and then proceed. Many could do a problem on the board but could not relate to a spoken word problem."

LANGUAGE ARTS formed the core of the program. Words were drawn from the children. From this vocabulary sentences and whole stories were formed. The children were participators in the teaching situation.

During play periods, the children learned cooperation. Some of the students had never had the opportunity to play with anyone other than their own brothers and sisters. When going for their refreshments the children learned the simple task of lining up and maintaining order.

The teachers' feeling for the program was summed up in "We are allowed to teach." One experienced teacher said, "We feel freer and the children sense it. We are not limited to time and the children begin to feel that we will give them what time we have."

Another teacher said, "The boys and girls speak more freely when they feel that they are participants. Some of the disciplinary problems stopped when they found out that they were part of the whole situation and not just sitting on the side."

CONCERNING THE matter of race there was in the teachers' minds, no difficulty. One new teacher told The Herald, "I had never been with anyone but Caucasians. I found none of the things here that I had been told to expect."

An experienced teacher told of his riding on the bus which picks up and returns the children to the four areas. He said, "I was a Negro in an all-white community. All the children wanted to sit next to me. A little girl put her head on my shoulder. I later found out that she had no father. All she wanted was affection from a man."

Under the guidance of Dr. James R. Noland, director of the institute and member of the department of sociology at the University of St. Thomas, the program will continue in its evaluation phase through January of next year.

In addition to a formal meeting each month during which findings of the institute will be discussed by both faculty and teacher members, both teachers and students will be followed through the first semester of the 1967-68 school year.

DR. RAND said, "Each child's home will be visited. The teachers will try to relate to the parents. This will also help the children."

The teachers who participated in the institute will be followed up as they resume the normal school year. Some of the children will also be spot checked for grade point rise and attendance.

Though the directors of the institute are not yet sure of the effects of the formal month of teaching they feel that there will be some good drawn from it.

Dr. Rand expressed the hope that "we will see some of the cooperation between students and teachers, some of the good we have seen here filter into the entire school system."

OEO Program at University of St. Thomas, Houston, Tex.

EXTENSION OF REMARKS

OF

HON. BOB ECKHARDT

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

Monday, December 4, 1967

Mr. ECKHARDT. Mr. Speaker, at this time I insert in the RECORD two short articles sent to me by the director of a unique program which took place during the summer at the University of St. Thomas, in Houston. Under a grant from the Office of Education, the "Teacher Training Institute in Problems of School Desegregation" was an effort to prepare an integrated group of teachers for their roles in a desegregated school system.

These articles, by members of the staff of the institute, are evidence of what can be done, and, indeed, what has been done in Houston, to develop an understanding of desegregation and its problems:

GUIDANCE RATED AMONG THE THREE R'S IN THE SCHOOL FOR CULTURALLY DISADVANTAGED CHILDREN

(By Charleta J. Dunn, Ed. D., University o Houston)

In attune to the trends and experimentation of the day, a pilot project has been initiated on the campus at St. Thomas University, Houston, entitled School Desegregation Institute. The institute has been financed by the U.S. Office of Education, Harris County Community Action Association, and the Hogg Foundation for Mental Health.

The purpose of the four week workshop (July 17-August 30, 1967) is two-fold: to prepare teachers for the role they will play this fall in desegregated classrooms and to observe the problems and reactions of children identified as culturally different. Most heartening to counselors is the fact that guidance has been given first place in the curriculum.

Intensive tutoring in the art of human relations by personal example and gentle encouragement to work and play together has been undertaken. The special program focuses upon group guidance, language arts, and arithmetic. The latest educational innovations such as non-grading, team-teaching, programmed learning, audio-visual materials, individualized instruction, etc. are utilized in the classroom procedures and methodologies. The assignment which capitalizes upon good guidance techniques include the following: home visitation, case study, verbatims, daily diaries, and accompanying the children during bus transportation to and from school.

Under the direction of faculty members from five local colleges, sixty teachers (40 experienced; 20 beginning teachers), assigned to teach in desegregated public schools this fall are participating. While the ratio is ideallic (approximately three students per teacher), the educational and sociological problems (including prejudice) observed have been and are most likely to be among the beneficial experiences and, therefore, contributions to each participant. Certainly, the necessity of linking the principles of guidance to the best in educational practice is indicative that the goals of every counselor are possibly in for more careful consideration by all educators.

REAL TEAM TEACHING—ON AN INTEGRATED BASIS

(By Alma Malone)

If there is any doubt as to whether or not Negro and white teachers can work together successfully, not only in an integrated set-up but also as members of a teaching team working with Negro, Latin American, and white children, ask a group of educators in Houston who found that it can be done.

In a special training institute on problems of school desegregation for teachers in the Houston Area, thirty Negro and thirty white teachers worked together in mixed teams of three members. A team was composed of one Negro teacher and two white teachers or one white teacher and two Negro teachers. One member of the team was in charge of planning and directing the program in the language arts area; the other two members assisted. Another member planned and directed the activities in human relations; again the remaining two members assisted. The third member of the team worked out and directed the program in mathematics with the other members of his team assisting. Each area of the program lasted for one hour during the morning sessions of nine a.m. to twelve noon.

For an hour each afternoon team members met in their respective areas with staff members who were specialist in the area and who were from the sponsoring colleges. The morning's work was evaluated and plans were made for the following day. From these sessions the teachers joined the members of their respective groups to correlate and define specific tasks for the next day. Following the group meetings, the teachers attended lectures and visited in mixed teams in the homes of the children who participated in the institute.

The children, 240 of them, equally divided between the races came from economically deprived areas of Third Ward, Fourth Ward, Fifth Ward, the near North Side, and the Bottoms of Houston. These children were in grades four to six and already "attuned to their parents' prejudices". By their own example and with lessons in human relations, the teachers taught and encouraged children in the art of working and playing together. Academic achievement and success so uncommon to these children was evident each day.

With approximately twelve children in each group, the teacher-pupil ratio of one teacher to three or four children made individualized instruction a reality, capitalizing on the special ability of the teacher.

How dd the children react? Although attendance was voluntary, percentage of attendance stayed around 90%. Six children representing both races from the lowest economically deprived area overslept one morning and the bus left without them. These children walked over two miles in order "not to miss!"

Throughout the four weeks of the institute, teachers' comments were indicative of their delight with the program. In most any aggregate of teachers could be heard such remarks as "greatest experience in teaching I've ever had," "an ideal program for any school to use for in-service training," and, "I have never accomplished so much academic-wise in so short a period of time." One principal who was serving as a teacher said, "I was exhausted from summer school in my own building when I began here; yet this experience has opened so many windows for me that I feel refreshed for the year ahead."

The relationship and rapport established between the ethnic groups in the instructional field existed at the highest level of compatibility. Natural discord was sometimes present, but only temporary and of no racial significance.

A cadre of professional teachers who will be working in the Houston school system this fall and who are committed to teach in totally desegregated schools are prepared to deal with problems that may arise with both teachers and pupils as a result of total desegregation. Each teacher would verify the statement that he or she has developed knowledge and understanding of desegregation and its relationship to the teaching-learning situation in the best possible way—*real team teaching.*

A Befuddling Fracas or a Contest of Fundamental Issues

EXTENSION OF REMARKS

OF

HON. GILBERT GUDE

OF MARYLAND

IN THE HOUSE OF REPRESENTATIVES

Monday, December 4, 1967

Mr. GUDE. Mr. Speaker, I wish to commend the Public Works Subcommittee on Roads for the launching of their investigation of the the Washington area transportation crisis. The testimony of Secretary of Transportation Boyd should be of particular interest because of the press accounts of the Department's position on the subject.

After conferring with close advisers to the Secretary of Transportation, Mr. Wolf Von Eckardt of the Washington Post reported on these matters on November 26, 1967, and thereby performed a most useful service.

First, he placed the Washington area freeway discussion in its true national perspective by noting that the new Department of Transportation has "shifted a befuddling fracas to new ground and revealed it as a contest of fundamental issues." Second, he exposed the reasoning underlying the Department's position on urban freeways.

The article notes that the proposed freeway system is supported by downtown businessmen. And why not? Their support represents an informed awareness of the urgent need to restore mobility to the downtown area and improve its economic vitality, which is essential to the task of providing jobs and the tax base upon which the city's governmental and social services depend. This certainly must be of interest to the task force on economic development established by Mayor Washington.

The article further notes that the Bureau of Public Roads responded with a letter reaffirming the need for the Three Sisters Bridge within 24 hours after the National Capital Planning Commission requested Secretary Boyd to review the question.

This again confirms my conviction that the position taken by Mr. Boyd does not reflect the considered judgment of professionals in his own Department regarding the area's current and future needs.

Mr. Von Eckardt observed that the area's development patterns have changed, that the suburbs are becoming more self-sufficient, that the Capital Beltway has already cost the central city 10,000 jobs. To the extent that such is the case, does it occur to Mr. Boyd's anonymous advisors that much of the situation is attributable to the lack of adequate access to downtown Washington and that the Capital Beltway's impact stands as a classic example of the economic activity generated by mobility—the same sort of

The Catholic School Journal

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This innovative summer workshop aimed at preparing

A Corps of Inner-Core Teachers

By John L. Creswell, Ed.D.
Associate Professor of Education, University of Houston

● IT IS GENERALLY AGREED that both the public and parochial schools are middle class institutions, employing teachers from the middle class. Yet, a sizable portion of the school population consists of children from impoverished homes. Although these children are referred to as "culturally deprived," "culturally disadvantaged," or "culturally different," each title is ambiguous for, in this respect, middle class teachers are equally deprived, disadvantaged, or different.*

Teachers begin teaching, ill-prepared to teach children from low-income or impoverished homes. The teacher, who grew up in a middle-class neighborhood, attended a middle-class public or parochial school, and received college training, has had little preparation for effectively teaching this type of child.

As a consequence, schools have not been reaching this sizable segment of the population, as a veritable mountain of statistical evidence attests in the form of dropout rates, illiteracy, etc. Thus, a most crucial domestic issue upon us is the education of *all* children.

The classroom teacher is the most important variable in this situation. Consequently, solutions must come from our teacher-training institutions. New methods and materials must be devised to enable us to reach and to teach children from impoverished homes, but this will take time. Meanwhile, programs similar to that held at the University of St. Thomas during the summer of 1967 may provide a partial answer. It was an institute funded by the U. S. Office of Education and sponsored by five institutions of higher education in and around Houston, TX. The sponsoring schools were: University of Houston, Texas Southern University, Houston Baptist College, Prairie View A & M, and the University of St. Thomas.

Its objectives were:

1. To help experienced and inexperienced teachers develop an understanding of the background factors associated with impoverished children, and what should be done in the classrooms to enable the children to learn with the least number of human relation problems.
2. To help teachers better understand themselves and their relationship with one another so they could become creative, resource professionals to other teachers already in the school system or entering it.
3. To acquaint teachers with new, innovative materials of an individualized nature and to learn to use these materials with youngsters from impoverished homes.
4. To determine the degree of achievement, if any, that could result from a short-term, highly concentrated project involving the use of curricular and administrative innovations.

Integrated Teachers and Students

Forty experienced teachers (20 Negro and 20 white) were chosen from among 600 who attended one of three special institutes on problems of school desegregation. The 40 were chosen carefully on the basis of their previous success as a teacher, the recommendations of the institute staff, and a personal interview, during which each agreed to continue teaching in the Houston Independent School District in 1967–68.

Twenty inexperienced elementary (ten Negro and ten white) were recruited from the five sponsoring colleges,

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* See Sister M. Herman, O.S.F., "The 'Disadvantaged' Teacher," CATHOLIC SCHOOL JOURNAL, Vol. 67, No. 2, February, 1967, pp. 25–26.

One phase of the language arts segment of the institute was to record and study the vocabulary of the children; then use this vocabulary as the basis of sentences, stories and future lessons.

Both teachers and pupils participated in games and shared refreshments as part of the human relations segment of the institute. The program aimed at helping children better organize themselves and develop self-confidence.

after interviews and recommendations from their training institution. Each teacher had contracted to teach within poverty areas in the Houston Independent School District during 1967–68.

The 200 youngsters recruited from three poverty areas in Houston numbered 100 Negroes, 50 Spanish-speaking and 50 white. Attendance was strictly voluntary. Students were transported to the University of St. Thomas each day by four buses provided by the Houston district. Students were about equally divided between boys and girls who would be in the fourth, fifth and sixth grades during 1967–68. They were divided into 20 groups of ten. Each group of five boys and five girls had members from the three grade levels and the three ethnic groups.

The 60 teachers were also divided into 20 teams of three, consisting of two experienced and one inexperienced teacher, with both white and Negro teachers on each team.

The Program

An important aspect of the institute was that teachers were given instruction in using such innovations as programed materials, individualized instruction, and visual aids. Each teacher was instructed in the use of specific materials such as fractional pies on magnetic boards, number lines, *Readers Digest* materials for reading, etc. Throughout the institute consultants served as resource persons, conducting seminars and demonstrating techniques of teaching.

The program from July 17 to August 11, 1967 followed this schedule:

8:45	Children arrived
9:00–10:00	Instruction in language arts
10:00–11:00	Activities in human relations
11:00–12:00	Instruction in arithmetic
12:00	Children leave for home on school buses
12:00–1:00	Lunch
1:00–1:45	Lecture by consultant on some aspect of the institute
1:45–2:30	Specialized group meetings in mathematics, human relations and language arts
2:30–3:15	Meetings of teams to plan next day's activity

Operating as a team teaching unit, each of the three teachers were responsible for one area of the program, i.e., mathematics, human relations, or language arts. In the special group meetings each afternoon, the 20 mathematics teachers met with a consultant, as did the 20 language arts and the 20 human relations teachers. They discussed teaching methods, content, and use of innovations.

Since each group of ten students was taught by a team of three teachers, each child received much individual attention with every teacher working in each of the three areas. The learning difficulties in arithmetic and language arts were diagnosed by tests and observation. Since no textbooks were used, each teacher became an innovator and created many of the materials used.

to develop a biracial corps of 60 resource teachers to work in poverty areas. During their eight-week training workshop, experienced and inexperienced teachers helped — and learned from — some 200 pupils of mixed racial backgrounds.

Pre-Testing Reveals Slow-Learners

Every child was administered an achievement test in arithmetic and in language arts and, on the basis of these scores and teacher observations, remediation was planned. The pre-test results indicated that a large majority were slow learners. But teachers soon discovered that the needs of the students went far beyond that of academic improvement. Psychologically, they needed to overcome tension and apprehension, and to develop a healthy attitude toward learning.

Most children had had only brief experiences with individual instruction and were hesitant to participate in group activities. However, the teachers soon overcame this hesitancy by letting each child know that they cared and by initiating activities in which the child could succeed. After the first week, the children were commenting: "This arithmetic isn't so hard," or "I never knew that reading could be so much fun." Teachers remarked that they never realized so much satisfaction could be had from teaching.

Home Visits Were Requisite

Each teacher visited the homes of at least three students, thereby gaining further knowledge of the children. In almost every case, the teacher was warmly received and invited to return.

Teachers learned that intra-class groupings were not only beneficial but indeed, a prerequisite for effective teaching with children of this type. The teachers found that by giving just a small amount of individual attention, learning difficulties of long standing could be overcome.

One skill the teachers acquired at the institute was the ability to diagnose learning difficulties by analyzing standardized test results. This skill is of primary importance because remediation is not possible until the teacher determines the performance level of a child and the particular area in which his difficulty lies.

Each teaching team analyzed the results of the pretests given their group and began planning remediation. The average grade level in mathematics was 4.9 (fourth year, ninth month). The diagnosis indicated that many students did not know addition and multiplication facts, and lacked an understanding of place-value. Operations on fractions and division of whole numbers were weak areas for approximately 75 percent of the students, even though many children had been exposed to them.

Another skill required to teach these children is the ability to use innovations and specific materials. These children lack verbal skills, consequently the initial use of abstractions is virtually meaningless. Teachers must learn to [illegible] concrete materials and must proceed in their teaching methods from the concrete to the abstract.

Many Mathematics Aids

Many different techniques and materials were used to teach multiplication and addition. Among the most effective were: the Quizmo game (similar to bingo), relationship flash cards, number concept cards, and number games devised by the teachers. One of the most effective for individual learning was the SRA Cross Numbers Puzzle kit.

To teach place-value, a number of innovations were used. Teachers made their own place-value grids of popsickle sticks and used beans for the ones, tens, hundreds, etc. One of the most popular innovatives was the use of M & M candy in place of beans. When the children achieved, they could eat the candy! Older youngsters used versions of the abacus and magnetic boards with magnetic money. The use of money — pennies for ones, dimes for tens, and dollars for hundreds — was most effective. For paper and pencil practice, materials developed by Holt, Rinehart and Winston Co. were used.

No textbooks were used. It was felt that textbooks would elicit a negative reaction from students. Teachers encouraged the students to verbalize a great deal, and to perform purposeful activity with concrete objects. The teachers learned that teaching could be effective without using textbooks.

All photographs courtesy of Texas Catholic Herald.

Teams of teachers worked closely with small groups of children at this institute conducted last summer on the campus of the College of St. Thomas. The college is conducted by the Congregation of St. Basil.

Fractions were introduced as a concept such as taking nine objects and separating them into groups of three, or thirds. From this point, the idea of denominators was taught as the *name* of the fraction or as denoting how many equal parts into which some whole had been separated.

Division and multiplication were taught, but their symbols (· and ÷) were not introduced until the process was understood. These operations were taught as ideas by using the magnetic board with plastic pies, cuisenaire rods with the overhead projector, and grids on paper with beans. An idea was always introduced first, then the actual abstraction or operation was developed.

The methods and materials outlined here appeared to be highly effective. The post-test, administered after 20 days, indicated an average gain in arithmetic of 2.5 months, from 4.9 on the pre-test to a post-test average of 5.15, fifth year, one and one-half month.

Some Social Skills

One hour each day was devoted to human relations activities, devised not only to help students in this area, but also to train the teachers. Part of the period was devoted to teachers and children sharing a snack. Ice cream, cookies, milk, and fruit were served each day in the cafeteria. A different girl and boy were chosen each day to serve as host and hostess, thereby teaching some social skills.

Some days the children participated in game activities. Other times were devoted to going to a simulated grocery store set up for this purpose. At the grocery store, children used play money to buy real groceries on the basis of a budget worked out in the mathematics class. Each child had a stipulated amount of money to spend.

Weekly Talent Show

Another human relations activity was the production of a talent show by each group. Every Friday was devoted to this activity. When the show was first proposed to the students, they did not believe it. They had been passed over in their regular school whenever such activities occurred, consequently, they were openly skeptical. They could not believe that someone thought enough of their ability to let them be in a show.

The first performance by these children was a milestone! After they realized that someone cared, their attitude toward the institute changed. They became much better students during the last three weeks than the first week. After each child's performance, he was wildly cheered by his fellow students and teachers in the audience. The children's feelings of self-worth increased tremendously as a result of this activity.

"Language Experience"

Mrs. Varie Carrington, a talented language arts teacher in the institute, described the language arts program: "The basic technique employed was the Language Experience approach to the teaching of reading. This method developed and enhanced the children's oral language, with special emphasis on student interaction."

To stimulate experience-talk sessions, the teachers used various media and situations such as (1) bringing to class a live animal, or one formerly alive preserved by taxidermists; (2) using large, colorful pictures or a series of pictures to strengthen concepts and language facility; (3) interesting stories related to and by the children; (4) display of tools; and (5) animated, experience-centered discussions on such topics as vacation time, summer fun, when I went to town, etc.

Sentences and vocabulary were recorded by a fellow team member as the language arts teacher initiated and guided discussion. These expressions were used as oral reading experiences, both individually and with groups. The next day, mimeographed copies of stories, sentences, or words were given to each child. The child then read it, encircling all the words he knew. From this survey of vocabulary, teachers were able to pinpoint deficiencies in word study skills and to initiate remedies. Each child made his own dictionary by cutting, pasting, and illustrating words. Flash cards for sentence building were made by the teachers.

Through small group guidance, teachers developed some topics into individual stories. The end of each period was devoted to students listening to a related story or selecting a book to read from the book corner.

Three outgrowths of the Language Experience approach were:

1. Discovery and utilization of the child's vocabulary.
2. Discovery of child's individual needs in communication skills.
3. Provided a classroom atmosphere in which success, security, understanding, and opportunities to learn prevailed.

Although post-tests were given to evaluate achievement in the language arts, statistical interpretation was difficult because of the nature of the program.

Changes in Attitudes

The real value of the institute cannot be adequately measured statistically. The principal results seemed intangible, yet were felt by everyone involved. The students had a much greater feeling of self-worth, and had begun to identify with their teachers. The children so enjoyed the institute, that some walked to school after having missed the bus, and other children who were not enrolled came to try to participate.

Every teacher was convinced that she had learned far more than the students. The major problem for the teachers was learning to work together as a team, but this was overcome before the end of the institute.

This institute was unique in attempting to provide a laboratory situation where teachers could actively practice things about which they had only previously read. Institutes such as this should provide a cadre of resource teachers from which an entire school system may benefit greatly.

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APPENDIX G

DIARIES, VISITATIONS AND VERBATIMS

I. Diaries

1. While one teacher was desperately trying to administer a standardized test in math, the children's general attitude was (1) "I'm not going to do it, (2) I've taken enough tests" and (3) "I don't understand why I'm taking all these tests." Only two students seemed to be seriously working on the test. Many seemed to be totally confused. Anger, fright or anxiety and nonchalance could be seen on the faces of the students. One child, staring blankly into space, sat with legs crossed. Several seemed to feel a great urge to get permission to leave for the restroom or to sharpen a pencil. The IBM answer sheet was hard to manage for these students and even after clear and very precise examples and directions about the use of the test were given, the children invariably marked the answers in the test booklet. One child seemed to size up the situation by saying, "I know you want to find out how much we know and how dumb we are, and then you will put us into groups; that's the way it is — Group One for all the smart ones, and Group Three for all the dumb ones."

2. A Mexican boy did not like his new teacher. He called her filthy names and the children, noting she seemed unaffected, asked her if she heard. She asked, "Who, me? He couldn't be saying that to me." A Mexican teacher in the group, who had been observing the behavior for several days, jumped up and shook the child severely. Eventually, he was dismissed from the Institute for incorrigible behavior. The Negro teacher, with tears in her eyes, told the director that she did not think that she would ever go back into the public school to teach.

3. With each day, the children seem to be improving. It seems that the faculty never gives up. They keep tempting the children with an image of an unfulfilled potentiality. Actually the children seemed to be learning what they should and should not do for their own personal safety, what to do to get along with others and how to become a happy individual. The students seem to be very eager to get up before the class to describe what they have done in class.

4. One girl had so many skin eruptions that the teachers bathed her legs with soap and water and showed her how to keep the sores from spreading. It seemed that this attention caused her to feel closer to the teachers.

5. Upon visitations in Negro homes, a Mexican teacher was surprised to find most of the homes extremely neatly kept and how well the teachers were welcomed into these homes. A majority of the parents were very eager to talk with teachers, and it was hard to get away.

In fact the institute would not have been a real success for her, she wrote, without these experiences. Incidents have not always been amusing. For instance, M asked her "Is you colored or Is you white?" S was the first one to ask her "Where do you stays?" Her meaning was unclear until Mrs. W, the Negro, inexperienced teacher explained. They always seemed surprised when she told them that she lived near Mrs. W. Others wanted to know why Mrs. W and she rode together to school everyday.

6. J ran into a tunnel which was darkened and used only as an exit in case of fire. He seemed to expect one of the teachers to run after him; but when he found that none would, he returned peacefully into the room.

7. A Negro teacher wrote of her amazement at the lack of regard for authority, the refusal of students to return to their room to work and the number of boys who have cigarettes to smoke. She expressed fear of a Negro male student. In talking to one child about wearing shorts to school, she learned that the girl did not know what the word "exposed" meant. Another surprise involved one young boy who missed the bus; he came in at 10:00 and said that he had walked the three miles to school.

8. After boarding the bus, some boys insisted on getting up and opening the windows. The driver asked them not to open the windows. A Negro assistant principal who was riding one bus asked a boy, A Negro youngster, to leave them alone. The child responded, "I don't have to do what you say, you are a 'Nigger'." The assistant principal pretended not to notice the remark. The Mexican teacher sat with the youngster and told him what the institute was attempting to do. He did not give any more trouble that morning or the following morning.

9. The children have an extremely short attention span on the standardized test; one Negro, inexperienced teacher wrote that she doubted the validity of such test results.

10. One teacher wrote to express her pleasure at the support the teachers in her group give one another. Because of this unity, they have really been able to help the children. She felt the length of time for the institute was perfect. One more week would have made many of the children uncooperative. She felt that in working with these children, she had learned much about them: their lack of interest and ways to create enthusiasm where there was none before.

II. Visitations

1. S, a Negro ten year old girl, was very shy and especially fond of an older twelve year-old sister. She even wanted to be called by her sister's name. She has five sisters and two brothers. When the teacher, an Anglo, visited her home, whe was surprised to find

her mother a beautiful woman, with dark red hair, an excellent figure and dressed in a well-made slack suit. The father was not living with the family. Although the mother said she worked in the evening as a cleaning woman in an office building and answered "yes" or "no", she gave no additional information. She seemed very careful, even defensive, about her questions and her answers. She appeared well-educated; the teacher was surprised and doubted that she worked as a cleaning woman or was the child's mother. S, the student, is an average fourth grader who read at the second grade level and did arithmetic at the third grade level. At the beginning of the institute, she was very shy and did not talk to anyone. She had become friendlier and had asked for help with her work. However, she did not like to take part in organized games involving competition; she seemed afraid that she would not be good enough. Her older sister is more aggressive and protects her.

2. M was an eleven year-old fifth grade girl with seven brothers and sisters, five of them at home. The father, two weeks previously, had taken over an appliance repair shop. Their home was clean but infested with insects. The furniture was very old. There were sets of encyclopedias, children's books, a record player and some pictures. There was no telephone, but the play area had swings and slides in the front; the children were in swimming when the teacher arrived. The mother seemed very interested in her children receiving an education. She had gone to school only two years herself, having been reared in the Kentucky Mountains until she was thirteen. She taught herself to write while looking at her husband's letters written when he was in the service. She explained that it took her an entire day to write him a letter. The mother was now attending adult night classes in an FOA program, doing fifth grade work in mathematics and seventh grade work in language. While she still had trouble with her capital letters, her goal is to finish high school. M usually worked better if she received a little bit of extra attention each day. Everything seemed to go smoothly with her unless she was doing something which the class was not doing; and then if asked to change her activities, she would sulk unless given a pat on the back. Her reaction to failure was withdrawal; it took extra encouragement to get her to try the task again.

3. M, an Anglo boy, age ten, was very tall and nice looking. His brothers were eleven and seven; his sister, reported as brain damaged was two and one half. She cannot sit alone, walk or talk and her head was covered with bumps. M's stepfather drowned last year, and his mother did not know the whereabouts of the natural father of the four older children. The mother, in poor health, had recently undergone an operation and had difficulty in sitting and walking. The family was on public welfare. The home was exceptionally dirty with little furniture. The odor was "terrible". The mother said that the two youngest children, especially the brain-damaged child, had no control of bodily processes.

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The mother felt the teacher had some influence with the welfare organization and expressed a desire for more furniture and food. She said the family lived on $135 a month and that the younger children wore only diapers. The clothes of the three older boys were old, dirty and ragged. M and his older brother had both been retained in the fourth grade, the seven year old had been passed to the second grade. M said he had a job shining shoes in the evening, and his mother confirmed this by saying that he gave her all the money he earned. The mother seemed embarrassed about the boy's being retained and blamed the school for it. In the institute M was constantly trying to be the center of attention. During the play period he wanted to be the leader, wanted to get an extra glass of milk or another cookie, probably a sincere hunger need. He especially liked the young Negro first-year teacher in his group. He tried to sit next to her whenever possible. When she seemed to feel that he was after special favors, such as getting excused to go to the rest room, get a drink of water, etc., she refused. M then moved to the next teacher. He borrowed a nickel the second day of school from a nearby youngster, and he has not paid the money back. His relationship with the Negro children was excellent. I have noticed that he played with them well. M wanted to be a good boy; he worked very hard to get attention probably because he got so little at home. He asked if he could go home with the teacher who made the visitation.

III. Verbatims

1. Because of a little Negro boy's conduct, he was put off the bus. He threatened the Negro teacher about her return that afternoon. Two co-workers, one Anglo, decided to go with her. The children sang songs of what was to happen to the "victim". When the bus arrived at the housing unit, the unruly children were made to re-seat, line up and leave the bus in single file. A mob formed, not only the school children, but elders as well. An adult looking at the Anglo teacher asked her why older girls were permitted to attend the institute. She replied that they were not problems, the mother began yelling at the teacher. Finally, the three teachers decided that they were not accomplishing anything and returned to their car. The mob followed. Suddenly people surrounded the car and a few put bottles under the tires. A few children suggested the teachers have the tires and gasoline checked. Just as they were driving off, a youngster ran up and pulled the Negro driver's hair. Without further delay, the trio, realizing that this was the way a mob started, and that a racial situation might have developed because one Anglo teacher was in the crowd, went back to the institute.

2. One boy, an extremely unattractive child whose appearance was further marred by a hairlip which had been subjected to unsuccessful plastic surgery, seemed to be a natural leader. He was very good

in arithmetic. Upon going to his home, the Negro teacher learned that his parents were divorced, his home was extremely filthy and two younger children were poorly kept. Roaches were so bad that the teacher brushed them from her legs. One day he went through the lunch line and took up nickels for ice cream as he sometimes did. This particular day, he took up two nickels, got three ice cream cones and gave the man at the cash register two nickels. Upon being reproached for the other nickel, the child held up the cafeteria line while he very loudly and rudely called the cashier "prejudiced". Embarrassed, the Negro teacher tried to find out what had happened, but the boy screamed so loudly she could not hear the story. The cashier, becoming frustrated, told the teacher to forget it. While she felt this was a mistake, she felt she had no choice under the circumstances. A few minutes later, she heard some boys at the next table complimenting the youngster for "getting by" with it. Several patted him on the shoulder. On the way back to class, she told the other two teachers, an Anglo female and a Negro male, not to interfere because she wanted to teach the child a lesson. When class started, she announced that she had a prize for the best and the quietest worker for that period. Upon the completion of the work, the boy, of course, had won, but she gave the prize to the second best. The boy became so enraged that he turned over his desk, called her many names, and said she was unfair and "prejudiced". Calmly, she looked at him and said, "Don't you admire me? You got by with this in the cafeteria. Can't I get by with it here?" Then she took the nickel bag of Fritos, the prize, to the other boy. The boy, enraged beyond control with tears in his eyes, walked over to her, put a nickel in her hand, and stomped out. He never returned to the school.

3. A Mexican teacher had in her room a young Negro boy, age eleven, who could not read or write. Upon visiting the home, the teacher found that the mother had eight children, only recently giving birth to illegitimate twins. C's dearest desire was to ride horseback. He was the second eldest in the family and had never been on a horse. The teacher told the boy that at the end of the project, she would try to take him. Two weeks later, taking $2.00 and C into a public park, she attempted to get him a horseback ride. The proprietor of the park said he did not allow "niggers" to ride. When she explained the situation, the proprietor was arrogant. She left the park with tears in her eyes, vowing someday to take C horseback riding.

4. R, on the last day of school, refused to take the post-tests in Language Arts. The teacher took him and left him with one of the directors. A few minutes later, an Anglo teacher entered with her arms around a little Negro boy. Introducing M, she said that she was taking him for a walk. When reminded that he should be taking a test, she said, "Not M." Then she stood in front of the child and mouthed the words, "M can not read." The director was reinformed of this fact when she instructed the teacher to leave

M with her. M was quite interested in what the teacher was saying although he could not hear the words. Eventually the teacher left. To get the two boys to take the test, the director reminded them that it would be unfair for any students to help her pack the grocery store unless they, too, took the test. The boys, quite interested in the task planned, did agree to take the test. While the instructions were read, R asked several questions, M did not. M explained something to R when R asked about it. Becoming suspicious of the child's ability, the director watched him as he worked on the test, she found that, not only could he work rapidly, but he was working every problem successfully. After taking the test, packing the groceries, having refreshments in the cafeteria and returning to the school, M was asked by the director, "You have fooled your teacher now for twenty days, haven't you? You made her think you could not read or write." M looked at her, rolled his eyes back, grinned and said, "Some of these white people are sure dumb, aren't they?"

5. A Negro girl and an Anglo girl seemed to be very close friends in school. One day the Anglo girl told her teacher that her mother wouldn't let her play with the Negro girl. In class where they would ordinarily sit beside one another, they did not that week. The Anglo girl asked the teacher to call her mother to convince her that the Negro student was a nice girl. When the mother was called, she became very angry and, using profanity, said that "niggers" ran the school. As a beginning Negro teacher, the writer was hurt and ashamed. She didn't want to go to school the next day because she knew that the little girl had overheard the remark. She vowed never to call the mother about any other problems.

6. In telling several friends and almost all her acquaintances about her experiences in the institute, an Anglo, beginning teacher, reported that one friend said, "Well, I'm glad that somebody's helping them, but it will never change many of them." The teacher disagreed and has realized that she gets angrier more often about this problem than she had ever before. She felt that this happened because of the friends she made in the institute.

7. Stopping by a Five and Ten-Cent Store to buy flowers for a centerpiece, a young Negro teacher noticed two Anglo males standing nearby staring. As she was paying for the flowers, one of the men came over and said "What is the world coming to when a 'nigger' can dress up and shop in the mid-morning?" She pretended to hear nothing and started to walk away. Just as she started out the door, the other said, "Say, 'nigger', what in the _ _ _ _ are you doing dressed up in this store?" and they followed her to the car. One of them hit the hood of her car, and she restrained herself no longer. The trunk of the car which could be opened by pushing a button on the inside was loosened. She got out, went to the trunk, picked up her husband's rifle, flipped the safety dial and leveled the rifle at the man. When they saw this, they yelled, "Lady please, please don't" and they ducked in between other parked cars. A woman said, "Don't

mess up your own life because of something they have said." After she got home, she realized how close she had really come to shooting and maybe killing another person.

8. The most shocking and revealing thing that came from the verbatim discussion, according to one Negro teacher, is that Anglos really seem to fear the Negro, especially a mixed marriage.